DOCUMENT RESUME

ED 074 188 UD 013 419

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TITLE	Search for Preventive Approaches: Developing Cognitive Skills in a High Risk Community as a Deterrent to Maladaptive Behavior.
INSTITUTION	Northside Center for Child Development, New York, N.Y.
SPONS AGENCY	Youth Development and Delinquency Prevention Administration (DHEW), Washington, D.C.
PUB DATE	Dec 71
NOTE	141p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Cognitive Development; Disadvantaged Youth; Elementary School Students; *Intervention; Negro Students; *Paraprofessional School Personnel; *Parent Participation; Parent Student Relationship; Self Esteem; Socially Deviant Behavior; Spanish Speaking; *Student Adjustment; Student Behavior; Student School Relationship; Urban Population
IDENTIFIERS	New York City

ABSTRACT

Project Search for Preventive Approaches hypothesized that the development of cognitive competence in adults and in youngsters, using non-curriculum-oriented materials, and deriving pleasure from an intellectual experience, could be posited as a necessary prerequisite for preventing or curbing maladaptive behavior in the ghetto child, and helplessness and feelings of inadequacy on the part of those responsible for this child's continuing growth. Towards this end, a program was initiated in the form of "Think" Workshops and was held in five schools in East Harlem and Harlem. Attending in the second year of the project were over 60 adults. Some were mothers who worked with their own children at home; others were paraprofessionals who trained their own children as well as a comparable group in the school setting. Another group of paraprofessionals worked only with children in school. In all, over 150 subjects were involved in this study, 100 of them in the past year. Results indicated that statistically significant gains occurred in the cognitive competence of both the adults attending the workshops and the youngsters trained by these adults. In the area of self-esteem, it was found that statistically significant gains in social competence by the adults led to a statistically significant lessening of respect for authority by this same population. [Most of the appendices are poor in legibility.] (Author/JM)

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SEARCH FOR PREVENTIVE APPROACHES:

Developing Cognitive Skills in a High Risk Community as a Deterrent to Maladaptive Behavior.

Grant No. 69720-70-C1

of the

Youth Development and Delinquency Prevention Administration
Department of Health, Education, and Welfare

Edna O. Meyers

December 1971

The research herein reported was performed pursuant to a contract with the Administration for Youth Development and Delinquency Prevention of the Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official position or policy.

Northside Center for Child Development

New York, New York

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UD 013419

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ACKNOWLEDGMENTS

We are deeply indebted to the staff and other professionals who willingly and ably gave of their skills and time. Their names are listed on the preceding page. We are equally indebted to Barbara Jones and Gloria Johnson of Northside Center, and Josephine Moses, formerly of Northside, whose clerical and budgetary assistance was invaluable. Our gratitude also goes to the principals and guidance counselors in East and Central Harlem whose support made it possible for us to carry on Project SPA in their schools. Also, our sincere thanks to June Baxter and Drs. Helen H. Davidson and Martha Friedman who spent long hours evaluating protocols.

Finally, to the parents who attended the Workshops and the children who were trained by these parents, the Investigator will always be deeply and gratefully indebted. Their cooperation and enthusiasm not only made our efforts meaningful, but again, as always, we were reminded of the potential strengths and the unquenchable desire for learning which reside in the Harlem community.

M.P.C.

E.O.M.

CHAPTER I

THE ISSUE OF MINORITY GROUP DELINQUENCY

Serious ego deficits, lack of meaningful affectional relations and strong aggressive impulses seem characteristic of pre-delinquent or delinquent youth. This form of alienation derives from the child's first feelings about himself and his first impression of his worth in the world around him.

While higher crime rates among minority group youth may well reflect bias in arrest procedures as well as discriminatory law enforcement practices, there is no doubt that within our high risk communities delinquent and pre-delinquent behavior highlight the incontrovertible gap between what are posited as meaningful societal goals in our culture and what disadvantaged youth experiences in the way of realistic preparation for approximating these goals.

Alienation and Deprivation

Alienation of youth from the structure and aims of the prevailing social system is a world-wide phenomenon, cutting across class and ethnic lines. Most often, however, it is not opposition to those ego-strengthening values in the life style called middle-class which are rejected by minority youth, but rather that minority youth experiences total rejection by a society which does not provide him either with the adult referents or the necessary academic resources which are central to the attainment either of healthy long- or short-term goals.

For the black child, particularly in the ghetto areas, his parents' own feelings of hopelessness, anger and resentment accentuate the child's initial feelings of worthlessness. "Where the self-image is rooted in and structured by self-rejection, we can expect negative effect on the behavior and experience of the individual, both in personality adjustment and achievement orientation" (Gold, 1969). A deprived family environment, with parents unable - or believing themselves unable - to supply the affectional and cognitive needs of their children, is not conducive to any form of healthy ego development.

The Ghetto School

Furthering the feeling of ego inferiority is the atmosphere prevailing in the ghetto school. Entering the educational process with minimal ego resources, the economically disadvantaged child is even more dependent on the resources of the school to bolster his waning sense of self-esteem. Yet the majority of inner city schools have far too often failed to provide this pupil with the setting which enables him to see and feel a meaningful meshing of purpose between the formal educational process he encounters and the ego strength and sense of identification he seeks.

Far too often school goals do not seem realizable! The failure to achieve in school depresses motivation! The more the child falls behind the more helpless and inferior he feels, exacerbating his internalized belief that, in fact, he has no "brains" at all, and that it is hopeless for him to try to learn his "subjects."

These self-deprecatory attitudes are not successfully dispelled by the teacher who often carries (although just as often unconsciously so) his own stereotyped attitude towards this child into the classroom. In order for the ghetto child to preserve his sense of self, a response which seems to provide him immediate (although negative) ego satisfaction - is "acting-out," attention-seeking behavior.

Poor grades have a marked association with delinquency. According to Gold, boys whose school grades fall well below their class average are significantly more delinquent than their fellows (1969). Gold believes that delinquent behavior may itself be a compensatory mechanism, a self-defeating attempt to solve the problem of the derogated self.

Delinquency and Self-Esteem

A significant relationship between delinquency and low self-esteem has been established by other investigators (Massimo and Shore, 1963). The delinquent peer group becomes an available outlet for the enhancement of reputation so sorely undermined in the school atmosphere (Short and Strodtbeck, 1965). Unable to influence others, negatively influenced by others, pervaded by a deep sense of inferiority, rejected by the dominant sectors of society, delinquent youth seeks to compensate for this powerlessness by reliance on the peer group to provide a type of socialized outlet for rage and anger, and an external substitute for internal ego strength and self-esteem.

Rationale For Project SPA

Under the aegis of The Northside Center for Child Development*, the current investigator has been exploring innovative approaches with ghetto youth for almost a decade. As a result of several earlier programs, successfully attempted (Meyers, 1967), Project SPA (Search for Preventive Approaches), funded by HEW, chose to focus its main - in fact, its sole - emphasis on the development of a sense of cognitive competence both in youngsters and in those adults who had contact with these youngsters (parents, group leaders, teachers, para-professionals): i.e. to teach them to become aware of their intellectual potential, exclusive of, and outside the confines of school subject matter or school-oriented materials. The process would be developed deliberately within the context of a brief pleasurable experience, non-threatening and ego- rather than task-oriented, providing immediate rather than deferred gratification. What was important was: 1. To make the child conscious of his own positive intellectual abilities and 2. To demonstrate to him that there could be real enjoyment in exercising those intellectual skills.

To accomplish these aims with youngsters, and to do it success-

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*Northside Center for Child Development is a family oriented child guidance center in existence since the 1940's, serving predominantly children and parents of Harlem and East Harlem. It offers a full range of intake evaluation services and the therapeutic modalities available include: individual, group, and family therapy, a remedial and educational program, parent education and activity groups, and more recently, other ancillary services directed toward community action and the training of indigenous personnel.

fully, it became important to remove the entire program outside the area of academic achievement, so closely linked to actual or anticipated encounters with failure. An equally salient objective was to involve meaningful adults into this "brain-training" process; to use those very parents, who, heretofore, because of their own poor self-esteem and lack of formal education, had avoided this type of intellectual interaction with their children.

It was hypothesized that parents could provide a strong supportive cognitive atmosphere for their children, fostering attitudes of self-worth in their children only if, at one and the same time, the parents themselves were encouraged to recognize their own intellectual competence, their own ability to cope with conceptualizing problems.

Parents and children were therefore to be exposed to a learning experience in ways they had never before attempted. They were confronted with non-school problems - verbal, mathematical, graphic, perceptual, problem-solving - the solution of which required high level abstract thinking.

Emphasis would not be necessarily on the correct answer per se, but on the stimulation and fun that could be experienced in trying to think through challenging problems: in discovering the structure and form of the stimuli; analyzing the design of the problem before attempting to jump to conclusions; and discovering that such a process could be transferred to all types of challenges and that workable solutions were forthcoming.

Workshop participants were constantly reminded that the primary purpose was to learn how to "use their brains," as a realistic imperative rather than a good-natured form of chiding. The assumption was repeatedly made and reinforced that each member of the group did, in fact, have a good brain, capable of being developed, as a muscle was capable of developing with exercise. The parallel presented was that of a trainer with a prize fighter. The group leader was a "trainer," the sessions were "sparring sessions." The groups would be exercising skills in the use of "brain power," learning the rules of "doing your own think."

Every effort was made to provide immediate rather than delayed gratification so that the reward in these sessions was the reinforcing feeling of fulfillment that derived from "using one's brain" towards a successful solution of an abstract problem at the time of its presentation. It seemed apparent to this investigator that the high premium placed on "delayed gratification" could only be developed after some successful experiences with immediate gratification could increase a child's confidence and raise his sights. Briefly, learning how to think was made a structured, inescapable aspect of the groups' functioning, rather than a hoped-for by-product of curriculum-focused subject matter. Concrete problems were presented for the precise and specific purpose of developing skills in abstraction, categorization, concept formation and problem solving. (Appendix A provides one of the desseminated materials; a brief manual is being prepared for general use and will be Part II of

this project).

Project SPA and its chief investigator hypothesized that the development of cognitive competence in grappling with conceptualizing material, and deriving pleasure therefrom, could be posited as a necessary prerequisite for preventing maladaptive behavior in the ghetto child and helplessness on the part of those responsible for this child's continuing growth. Social learning theorists have long contended, and those who work in schools and clinics have long observed, that frustration does, in fact, instigate aggressive behavior. Since aggressive behavior, in a circular fashion, further encourages frustration, it was posited that this tightening spiral, most often initiated by frustrating school situations, finally encapsulates the entire functioning of the child, leading to the pre-conditions for pre-delinquent or anti-social acts. This assumption therefore subsumes the rationale for the program of Project SPA.

CHAPTER II

RELATED RESEARCH; THE HYPOTHESES

Interest in the detailing of the learning deficits of lower-class children shares in importance with investigations studying the growth and development of cognitive processes in all children. The education market has been glutted with a rapidly growing plethora of materials (often highly sophisticated electronically and just as highly priced) and theories (often summarily discarded before widely practiced). Both focus on the development of teaching methods and curricula aimed at arousing the intrinsic interest of children in learning. The open classroom, being essayed in many cities, remains to be evaluated in the next few years. Programmed instruction is often evaluated, but frequently by the very institutions who produce the hardware. Learning <u>how</u> to think, learning <u>how</u> to learn, and finding pleasure in the process, however, remain phrases which pepper the textbooks but not flavor the classroom process.

<u>Early Cognitive Experience</u>

In an article on educational theory and the psychology of learning, G.T. Buswell (1956) suggested that a most important area of exploration in education could be research on the success, or

lack of it, in teaching students "how to think. For many years our schools, particularly at the high school and college level, have proclaimed this as one of their main objectives. Yet, a critical appraisal of available research on this problem gives little evidence schools are accomplishing their objective."

Somewhat later, Hunt became an ardent proponent of the importance of early cognitive stimulation and perceptual experiences (1961). He believed that the rapidity with which the child proceeded through Piaget's stages of intellectual development depended on the richness of his environment; that the training provided by the child's natural environment was often too casual and not sufficiently reinforced for the successful development of cognitive strategies required for more adult modes of thought.

According to Piaget, the ages from seven to eleven years in children are most decisive in their intellectual development (1958). It is at this time (actually from the second grade on), that they begin to think in logical terms, to understand simple hierarchies in concept formation, to become aware of the inalterable properties of objects.

Siegel, (1964), writing of the attainment of concepts, stated: "The child during this period, age seven to eleven, has evolved a conceptual organization that begins to be coherent and stable, possessing characteristics of logic, the ability to think in categorical terms. He has now become able to use his conceptual framework as a way of organizing the diverse world about him.

It is during these particular four or five years that the child makes the greatest strides toward formal and adult conceptual functioning."

But if the environment fails to provide the child with concrete structured tasks centered around the development of these abstract skills, he is deprived of the ability to move from an earlier stage of intellectual development to one more appropriate for his age and normal intelligence.

Vygotsky's book on language and thought summarized the importance of instructing the child in concept formation (1962). Although he supported Piaget's main schemata, he was critical of the idea that such conceptual growth was spontaneous. "In operating with spontaneous concepts, the child is not conscious of them because his attention is always centered on the object to which the concept refers, never on the act of thought itself." He felt that instruction played a decisive role in making the child conscious of his own mental processes, and simultaneously urged him towards the solution of problems which went beyond his current intellectual functioning towards his proximal "zone of intelligence."

Jerome Bruner, (1966) working in the field of curriculum, instruction, and the cognitive processes, is a strong adherent of Vygotsky's approach to instruction. He, too, pointed out that an impoverished environment "one with with diminished heterogeneity and a reduced set of opportunities for manipulation and discrimination,

produces an adult organism with reduced abilities to discriminate, with stunted strategies for coping with roundabout solutions, with less taste for exploratory behavior, and with a notably reduced tendency to draw inferences" (1966).

A child with reduced abilities to discriminate, with stunted coping mechanisms, with no zest for exploratory behavior and a reduced tendency to draw inferences - could not these provide a set of predictive assumptions for maladaptive, sociopathic behavior?

Cognitive Development in Lower Class Children

Rainwater (1970) declares that psychology, when dealing with the children of poverty, has become increasingly concerned with mental processes rather than with personality processes in general. He states that the emphasis has now shifted to the pathological character of cognitive development, to "trained incapacities," to the absence of experiences that leave the child cognitively underdeveloped.

Deutsch, in 1965, concentrated on deprived cognitive development. He pointed out that disadvantaged children who had no physical defects of eyes, ears, or brain nevertheless showed inferior habits of hearing, seeing and thinking because they were deprived of a sufficient variety of stimuli to which they were maturationally capable of responding, but which were not available to them.

In 1967, Professor M.B. Smiley of Hunter College, felt that

the objective of educational programs for the disadvantaged had to aim at developing "children's perceptual acuity, language patterns and vocabulary; and further, to develop such learning skills as ordering, comparing, generalizing." She deplored the tendency to cling to curricular objectives rather than to stress intellectual skills. She seemed critical of teachers whose pedagogic security depended on dealing with specific objectives developed in traditional programs when teaching the disadvantaged, rather than on plunging into less well-charted but more creative content. She, too, urged that theories of, and research on, concept development, emerging in the works of Piaget, Vygotsky, Bruner, Hunt among others, be incorporated into the formulation of educational objectives for disadvantaged children - for all children, in fact.

In the 1966 Teacher Education Conference of CUNY, Professor A. Shumsky discussed the efforts that Israel was making to improve the development of the disadvantaged child. He stated that the problem was to find a teaching behavior that would meet the concrete behavior of disadvantaged children. He did not therefore propose teaching on a <u>concrete</u> level in order to accommodate to the level of a child's functioning. He called instead for methods which would inculcate the <u>abstract</u> attitude. He felt that concrete thinking was an aspect of personal passivity, that it would be necessary to find a way which stressed personal assertiveness and abstract thinking.

Hunt (1970) asserted that the children of the poor gained

most from curricula that deliberately taught cognitive structures and linguistic skills. He added that no one had to tell the children of the poor that they were failing! Any hope they may have brought to the school was all too quickly quashed by their encounters with their own obvious failure, and that, as their hopes were extinguished, they tended to drop out of school at the earliest opportunity.

Certainly, it seemed to this investigator, that teaching approaches which had most often been applied exclusively with the intellectually gifted or creative, might therefore be the method of choice for working with the disadvantaged child. For the disadvantaged child, his school experiences, if they did not bore him and disaffect him with their stress on traditional rote learning, reaffirmed his sense of inadequacy by demanding intellectual assertiveness when the youngster had had no previous gratifying experiences with this called-for behavior.

Ego Development in Lower Class Children

"Poverty tends to provide inputs to its participants that lead to self-definitions approaching the non-person." This statement by Sarbin (1970) is reiterated by Rainwater who avers the poor are not considered, and often do not consider themselves, part of the regular moral system accepted by ordinary and regular society (1970). He further asserts that, for this reason,

such groups legitimately can consider themselves "disinherited" since no value nor taken-for-granted place has been made for them and their children in the society. "They are on the outside, looking in." If that is so, and if school further depresses one's sense of self-worth, it would seem significant not that there are so many, but that there are proportionately so few, who must seek for ego satisfaction outside the pale of accepted societal values.

Hess (1970) indicates that low self-esteem, a sense of inefficacy and passivity form a cluster of attitudes in lower-class life which should be regarded not so much as stable personality traits but more sensibly as adaptive responses to frustration, and to being forced to wait for someone in authority to act. He further feels that lower-class adults perhaps because of lack of confidence and fear of social ineptitude, tend to level off "contours" of cognitive awareness and understanding, and to interpret life in stereotypes, cliches and familiar phrases. In short, following in part from a mistrust of the unfamiliar, of not being able to compete in unfamiliar modes of reasoning, in part from their reluctance to accept standards of evaluation which would be to their disadvantage if self-applied, there tends to be a need to reject intellectuality as being counter-productive for their mode of living.

Socialization by Parents in Cognitive Skills

If, as Allan says (1970), socialization refers to those processes that lead to an individual's eventually learning to share ways of acting, thinking and feeling with other members of his culture of subculture, then it follows that conscious engagement in the learning process is of central importance in the socialization interaction between adult and child.

But even here, the process of socialization either by parents or by parent surrogates (teachers, e.g.) underscores a further source of frustration for the inner city child.

Klaus and Gray (1967), Hunt (1970), Bronfenbrenner (1958), Chilman (1965) are all agreed that child-rearing practices must foster the development of basic intellectual and motivational skills required for coping with and participating in the mainstream of our society. While such hortatory advice may seem illusory, programs are currently being developed which seem to concentrate in just this area: teaching parents how to develop cognitive skills in their children. Hunt comments on the need first to help parents themselves overcome their own isolation and degradation. The typical parents' response to their children's behavior and efforts at communication often reflect their (the parents) own impulses and needs. But what has been stressed to these parents in the overcrowded understaffed schools, (and reinforced by their own exhaustion) is that a "good" child is a "quiet" child who does not bother them. That is why they send

their youngsters to school encouraging them to be "good" and "do what the teacher says." Since, being "good" means be quiet and not to speak unless spoken to, what has been expunged out of the child's coping behavior is his own initiative, his own exploratory curiosity, his own testing out of his competences.

The Paraprofessional Revolution

The training of indigenous paraprofessionals has become a new objective in the school system. A survey by the Office of New Careers (HEW) as reported in the Summer 1971 issue of the New Human Services Newsletter revealed that over 700 colleges were offering programs for paraprofessionals.

Also reported in the Newsletter were the results of two studies of paraprofessionals: in schools in Portland, Oregon; and schools in New York City.

In the former investigation, it was ascertained that instructional costs were lowered, and that the program had the greatest effect upon raising achievement levels of black children.

The latter survey conducted by one institute for educational development studied over 3,500 New York City paraprofessionals. The results indicated that the most common paraprofessional work activities were talking quietly with a child who was upset or disturbing the class, stopping arguments or fights among students, assisting with learning drills in reading or mathematics, going over a paper with children, and listening to children tell stories.

Even though such activities, unlike the activities of the

Oregon paraprofessionals seem to shy away from actual teaching competence, it was noted that over 90% of the pupils interviewed said they enjoyed coming to school more; that principals and teachers felt pupil attitudes had improved and parents reported their children showed more interest in school work. Apparently paraprofessionals can play a more decisive role in the learning process.

The teachers are less certain of this development! Gartner (1971) quotes an NEA survey in 1968 which indicated that over 90 percent of teachers who had paraprofessionals professed that the aide was helpful, but 73 percent of the total sample favored giving paraprofessional only clerical duties to perform and were less supportive of engaging the paraprofessional in any aspect of classroom instruction. In 1967, in the Racine and Madison, Wisconsin, school systems with paraprofessionals, 72 percent favored their use for relieving teachers of routine and clerical tasks but only 34 percent felt they could be entrusted with "limited instructional tasks."

One of the problems which emerges in a review of the literature concerning paraprofessionals is the constantly recurring formulation citing the inadequacy of current role definition for the professionals and the insecurity of the supervisory professional in structuring the functioning of the paraprofessional.

Certainly it is easier for paraprofessionals to be assigned the dreary task of clerical duties than to provide a learning and

teaching experience to an indigenous paraprofessional whose help in the classroom is so often relegated to working in small groups, often singly with the most unruly child.

Frank Reissman, in his forward to Gartner's book relates how quickly teachers responded to the idea of professionals assisting them in "dealing with youngsters who were giving them lots of trouble in the classroom." But it is in this area precisely where training the paraprofessional in Think Workshops provides her (or him) with skills which, while cognitive, do not require academic training, but which do stress the pleasure of learning how to think both for the child and the paraprofessional.

Developing and upgrading paraprofessionals therefore might become one of specialization in certain types of cognitive and psychological development. It might be important to bypass the hierarchical and often outmoded sequence of courses pursued in schools of education for the training of teachers, and add instead a new dimension: bringing fun-and-games into the classroom, minimizing focus on school learning and stressing focus on a child's own potential in thinking and playing around with ideas; to institute a kind of elementary "brain-storming" process. This would help give the paraprofessional special skills from which even the professional teacher as well as the child would profit, and would imbue the interaction between the child and the paraprofessional with a kind of lively creative approach to self-enhancement.

With Keyserling predicting a rise to more than 1.1 million aides by 1972 (1956) and both the National Education Association and the American Federation of Teachers supporting the use of paraprofessionals in education, with funds coming from Congress, state and local education agencies to develop paraprofessional programs, and with evidence existing that there is a positive relationship between the use of aides and the improvement of instruction in the schools, the development of a learning program which draws its materials, its skills and its structure from the inner strengths of the participants rather than the hard or soft ware of the educational establishment seems a desirable method of training paraprofessionals.

There is now in New York a curtailment of professional school services, concomitant with an expansion of the use of the paraprofessional, particularly in the inner city. The schools have had to rely on the paraprofessional to fill psychological, educational and remedial gaps while curtailed budgets are forcing a reduction in the professional guidance, counseling, psychological and remedial staff. Not only have the numbers of paraprofessionals increased, but their services have perforce had to expand.

Nevertheless, they are too frequently utilized in the classroom for the precise purpose of relieving the teacher of the special problems presented by the "acting-out" presumably therefore "delinquency-prone" child.

The Northside Center had long felt that parents and paraprofessionals could be trained to do more than custodial or "busy work" with children, that even with a minimum of formal education, paraprofessionals could develop cognitive competence which would not only increase the skills and creative techniques of paraprofessionals thereby raising their own sense of competence, but also give them additional leverage in working with children.

For these reasons as well as for reasons which will be detailed in the following chapter, Project SPA shifted its focus during the second year of its program to conducting "Think" Workshops primarily with groups of paraprofessionals and parents working in schools in East and Central Harlem.

Hypotheses

Project SPA's basic assumptions did not alter, however.

In order to test out a cognitive approach to behavior modification in minority group children for whom a combination of circumstances beyond their control could lead to maladaptive social patterns of behavior, it was hypothesized that:

1. Adults trained in SPA workshops would show a significant increase in cognitive competence.

2. Children who, in turn, were trained by these adults would demonstrate a significant increase in cognitive competence.

3. Greater cognitive gains would be made by those adults who scored lower in the tested cognitive skills.

4. Greater cognitive gains similarly would be made by those children who scored lower in cognitive skills.

5. Adults trained in SPA workshops would show significant increase in self-esteem.

6. Children who worked with these adults would show a significant increase in self-esteem.

7. Adults trained in SPA workshops would improve in their perception and acceptance of socially desirable behavior.

8. Children who worked with these adults would demonstrate similarly a greater acceptance of socially desirable behavior.

9. Parents in SPA workshops who trained their own children at home would be less likely to affect greater gains in the children than adults who worked with them in the schools.

CHAPTER III

PROJECT SPA 1969-1970; THE EXPERIMENTAL DESIGN: HELP OR HINDRANCE

The plan for the first year of Project SPA did not, (1969-1970) however, target in on paraprofessional training. It planned workshops with the parents and teachers of "pre-delinquent" children in second and third grades. The selection of parents to be enlisted in the workshops would be made by the schools' guidance and psychological personnel, based on their determination of delinquency-prone children. Parents would be trained to work with their children at home, on the basis of spending only five minutes a day with the child. By focusing on cognitive development as a pleasure-producing, shared experience, thereby enhancing the self-image and restoring self-confidence in the area of ego controls and structure in both parents and children, a deterrent in the development of delinquent behavior was hypothesized.

For the delinquent adolescent, indigenous paraprofessionals were to be trained to work with a teen-agers' group who had already exhibited "delinquent" tendencies. It was posited that a model of interaction would be developed to transform potential anti-social activities of the group into pro-social behavior; that the hostility and anger of minority youth could be transformed into more appropriate channels for expressing anger and frustration by participation in the

larger, more positive pro-social group activities now occurring in the major cities.

Previous research seemed to have provided the investigator with a meaningful rationale for this program. An evaluation procedure was developed in which four variables were articulated.

The dependent variables would be evaluated prior to the workshops and then after their conclusion. Two schools in Central Harlem supplied us with a group of second and third grade children (N=30) considered "delinquency-prone", and their parents. Teachers of the second and third grades were also to be enlisted into a workshop to experiment with the same type of material and approach being presented to the parents. In the classrooms, the teachers were asked to devote 15 minutes a day, working with the entire class.

The teen-age workshop came out of the neighborhood association headed by two young men, themselves school dropouts. The investigator would be working directly with the teen-age experimental group. One experimental group paraprofessional would be trained in the program and, like the teacher, devote 15 minutes a day to reinforcing skills in the group. The other paraprofessional, pursuing a recreational program, would meet with the control group the same number of sessions.

Perhaps a detailing of some of the research problems that emerged is appropriate. It reads like an elaborately constructed obstacle race:

1. The investigator fed into a racist distortion by thinking that even the most astute guidance counselor or school psychologist or social worker could select, in the second and third grades, the "delinquency-prone" child. Thirty 2nd and 3rd graders, attending one school in Central Harlem, were referred to the project as "pre-delinquent." In the course of pre-testing the children and interviewing the parents, it was discovered that the maladaptive behavior had very little, if any, predictive validity for future delinquent behavior. There were hyperactive children, children with perceptual difficulties, non-readers, minimally brain-injured children; there were children with chronic diseases whose history of repeated hospitalization resulted in frequent school absences. While these factors might have been antecedent variables for possible later delinquency, there was no quid pro quo reliability for such assumptions.

2. Despite the solicitation of the school personnel, only one third of the thirty parents chose to attend the workshops, even though payment for attendance and testing was offered. Pre-testing of these parents was conducted by two black school psychologists. They encountered such repeated absences and resistance to the interviews, that the workshops were almost half over before pre-testing was concluded. Then, with the black psychologists not available for post-testing, less experienced white psychologists had to be co-opted. Parents became

even less cooperative!

3. Further, another variable entered the picture! The parents who did attend the workshops, interestingly enough, were among the activists in the school or in the community. They were obviously concerned about helping their children. Yet their children were school problems!

Aside from the aforementioned physiological dimensions of the childrens problems, there were additional questions. Were the children modeling their affective behavior after their parents' activities in the community - learning forms of hostility without comprehending content? Were the children "acting out" because their mothers gave more attention to the community than to their own families? Were the guidance personnel biased in their selections? Were the mothers involved with community problems because they wanted to avoid their own home responsibilities? Or could we merely conclude that only the activist mothers were willing to give up a night each week to learn how to advance the education of the children?

4. The second and third grade teachers (8 out of 9 of them white) were resistant to the program. Some looked with reservation on the parents' workshops as well. The teachers felt threatened, believing the workshops were being used as an outlet for gripes about teachers (the N.Y. UFT strike situation of the preceding year had not furthered good parent-teacher relationships

in Harlem). There was additionally subtle resistance by the teachers to any program which did not pertain directly to the curriculum for which they were responsible, or which, by their lights, demanded additional preparation from them. Silberman (1970) perhaps had a point when he spoke of the atmosphere of gloom and joylessness pervading most of our schools! There was no place in the regular school curriculum for learning how to enjoy learning.

5. The teen-age groups and the two paraprofessionals presented a different set of obstacles to the investigator. Here again pre-testing and interviewing had been done by black psychologists who were then not available for post-testing. The white psychologists admitted to having difficulties; the youngsters did not keep their appointments or refused to respond seriously to questions. Several post-testing interview schedules could not be completed or even attempted!

6. But even more seriously, it was ascertained at a period of time too late in the program to shift, that many of the so-called "delinquent" teen-agers, who had been selected by the paraprofessionals according to the criteria presented to them, were far from being delinquent, in any sense of the term. Many of them were outstanding in school and had never been in difficulties outside the school setting. The paraprofessionals, when confronted with this fact, sheepishly admitted that, since participants were being paid by the project, they had sprinkled a large number of "good kids" into

the group, kids who "deserved the money."

Nor was that all! Unbeknownst to the investigator, the experimental group paraprofessional was sharing all the material, after workshop hours, with the paraprofessional attached to the control group. Although he had pledged himself not to share the contents of the workshops with his colleague, both leaders confessed that at the behest of the control group youngsters, all material became common property. The control group paraprofessional saw no harm in "smartening" up his group as well!

Neither guilt nor discomfort was displayed by the young men when they "confessed" to their breaches of confidence. They declared they wanted all the kids to get the benefit of the program. And, they added, if the investigator really cared about the kids, as she professed, why did she want half the kids to be denied something that would do them good?

And yet - and here is the central issue: All parents in the program, as well as 90 percent of the teen-agers, were unanimous in their devotion to, affection for, and belief in, the brain-training sessions, as Appendix B demonstrates. Parents enjoyed working with their children; enjoyed using the materials themselves. The two paraprofessionals and the teen-agers were not only "sold on "brain-training" but showed their appreciation of the investigator by a special award for community service presented to her at the end of the year.

This type of response given by the black community to a

white, middle-aged psychologist was in such direct contradiction with the testable results obtained in the first year of Project SPA (so contaminated, they had to be discarded) that it became incumbent upon the investigator to try to analyze the situation. Over and above obvious flaws in the research design, what accounted for the great disparity between the objective results of the project and the subjective impressions by the participants? Was it an artifact of the project itself? the investigator? the evaluation instruments? the research design? or a combination of all these?

Service and Research - Are They Contradictory?

The central issue, it seemed to this investigator, who has been working as a psychologist in Harlem for the past twelve years, and on this special "brain-training" program for the past seven, was the inappropriateness of a pure and open experimental research posture in a high-risk adult community that has no respect for, and therefore no commitment to, the formalities and structure of an experimental design; where, for example, a control group is involved with pre- and post-testing (itself a threatening experience for many) but no meaningful service in between testing.

The parents were committed to the content of Project SPA. But once the procedures included pre- and post-test interviews, or any type of assessment device which served the investigator's purpose rather than the goals of the population, a resistance set in which was almost insurmountable.

Is it investigation which is the white psychologist's prime concern? Then he must expect community attitudes towards him no different from the attitudes with which the police, the welfare worker or home relief investigator are viewed. There is an undeniable negative reaction to investigative procedures which on the surface have no relevance to the basic needs and/or interests of the very population a project purports to serve.

If agencies want to provide programs which are meaningful to the black community, then, for a community's cooperation, efforts must stay within the well-defined boundaries of service and education - not investigation alone!

Based on the responses of parents who attended, and the request from other schools who wanted our "Think" Workshops in 1970-1971, there obviously was merit to the program! But the psychologist's need for clear-cut experimental research ran at cross-purposes with the community's eagerness for clear-cut community services, particularly in the area of education.

It was - and is - this investigator's belief that, when the chips are down, agencies in black inner city areas may have to minimize the emphasis on a disciplined research posture, and maximize the provision of services to correspond not only with the expressed desires of the particular community being served, but with the kind of program which lends itself to replication by the indigenous population itself. Experimental research may further one's standing in the white professional community; it may have no corresponding valence for the poor black community at large.

CHAPTER IV

PROJECT SPA 1970-1971:
RESEARCH RATIONALE AND PROCEDURES

The renewal of the HEW grant for 1970-1971 made it possible to alter the design of the project on a more realistic basis. Project SPA, in its second year of existence, developed workshops for parents and paraprofessionals and held them in the schools, during the day, in order to facilitate attendance.

Further, rather than focus on maladaptive behavior of children, the emphasis was on the cognitive strengths which could be developed in adults who worked with children and who saw this training as one deterrent to inappropriate behavior patterns in their youngsters. Within this structure, Project SPA was able to win support of the community at large and achieve qualitative results which indicated that such workshops could be come a training program of choice - able to be administered by paraprofessionals to paraprofessionals or children, by mothers to their children or to other mothers, by community leaders to miscellaneous groups of adults or children.

Intrinsic to the program for behavior modification to prevent maladaptive social learning were the interlocking factors of building self-esteem in the parents and paraprofessionals by concentration on the development of their own cognitive skills. In turn, they were trained to transmit a sense of cognitive competence

to their children. Within this frame of reference, it was posited that SPA could abort those aspects of mental and emotional growth patterns which had the potential to erupt in delinquent behavior. The adults were to provide effective role models with whom the youngsters could identify, and from whom they could experience pleasure in an ongoing interaction which was primarily cognitive (a preventive approach), rather than therapeutic (a treatment approach).

By building the parent's confidence in his own cognitive ability, the ensuing interaction with the child would enhance the socializing process between trainer and trainee and add new elements into the picture; there could be pleasure in thinking; it need not be connected with school learning; it was a special kind of mutual communication, providing an exchange of teaching and learning, benefiting both adult and child.

The research design, therefore, had to assess both cognitive as well as attitudinal variables as they underwent alteration in the course of the workshops.

Overview of Design

The design called for "Think" Workshops with two groups of parents, not mutually exclusive. The sample was to be composed of mothers who would be training their own children for five minutes a day at home and mothers who, as paraprofessionals, (hereafter to be called "paramothers") would be training their own children at home also for five minutes a day as well as a comparable group of children selected out of the classes to which the paraprofessionals were assigned.

An effort to match the classroom child of the paramother with her own child for age, grade and sex would be essayed.

"Five minutes a day for five days a week" was built into the whole program, because realistically it was simpler to get parents to accept this stricture as an approach to the child rather than an extended type of interaction which could lead to a waning of interest on the part of the child and a tendency for the mother to be unwilling or unable to devote more individual time to one child. The stress was on making the five minutes an interaction uninterrupted by any other activity. (Mothers always received negative answers when they asked whether they could "do the dishes" while working with the child, or at least "iron clothes"). They were reminded that the child would have to sense the full measure of the parent's interest in the "brain-training" encounter and that if, at any moment the child's interest seemed waning, the parent was to discontinue immediately. The stress was always on maintaining a high level of enjoyment in the interaction on the part of both parent and child.

The grades chosen were second, third and fourth, since it was felt that these comprised, in the main, an age group that could cope with a variety of tasks, and whose responses could be evaluated with some reliability. It was also so desired by the principals and guidance personnel of the schools as being the age group most in need of this program.

The selected sample of mothers and children was to be given a battery of four instruments preliminary to the workshops and then

again following completion of the workshops. Wherever objective scoring was not possible, three judges assessed the results, independent of each other. These three were all trained psychologists: one a full professor of Education at the City College; another an assistant professor of Psychiatry at the New York Medical College; and the third on the counseling staff of Hunter College. Means and standard deviations were used to compare pre- and post-test objective ratings. For estimating statistical significance, the Wilcoxon Matched-pairs signed-ranks test and the Sign Test were utilized wherever the data lent itself to a breakdown in terms of high and low objective scores. The means of the groups provided a cutting off point for further investigation to ascertain whether greater gains could be expected from the high or low rated groups.

A black psychologist administered both pre- and post-test batteries. Objective scoring was provided by the psychological staff of Northside Center. All material was coded, both for pre- and post-test situations, so that anonymity was guaranteed. In the scoring and/or rating of the pre- and post-tests, material was sufficiently interchanged in order to prevent knowledge of any particular sequence in time, or identity of respondents (save to indicate who was adult, who was child, and sex of child).

All workshops were led by the chief investigator. Each workshop consisted of eight weekly sessions but, in some cases, extended over a period of three months due to interruption by holidays, school events, and similar occurrences. Post-test interviews

were administered as soon after the conclusion of the workshops as was possible, depending on the availability of the adult respondents, the child, the schedule of the testing psychologist, and the availability of space provided by the school.

Locale of Workshops

The program was carried out in five schools in 1970-1971, out of the eight schools requesting it.* Although the project investigator asked for a maximum of ten adults in each workshop, 62 applied for attendance. The schools were in Districts Three and Four in Manhattan: P.S. 144, (located at 134 West 122 Street in Central Harlem, a black community); at P.S. 72 (131 East 104 Street), because Spanish was the only language most of the participants knew, a parent-interpreter was provided. P.S. 96 (219 East 120 Street); and P.S. 155 (319 East 117 Street) are in East Harlem - a community with both a black and Puerto Rican population. P.S. 75 (735 West End Avenue) is on the West Side - bordering the Harlem area, and reflects a heterogenous community in terms of ethnic identity, income status, etc.

Instruments Used to Assess Variables

The battery of assessment devices included both standard procedures as well as those modified for this study.

Information Sheet. The Information sheet (Appendix C) administered to both adults and children gave background, age, current residence, place of birth. Adults were asked their highest

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*All eight could not be accepted due to budget limitations.

educational level, size of family, and amount of stimulation available in the home. Children were asked their vocational goals.

Cognitive Ability. Depending on age of the respondent, three subtests of the WISC or WAIS were administered in order to assess problem-solving techniques developed by the respondents: These subtests were the Similarities, Vocabulary, and Block Design subtests.

Self-Esteem. In order to provide an assessment of self-esteem, two instruments were used: 1) Self Appraisal Scale (Appendix D): A list of 29 items to be rated on a three-point scale was utilized to measure appraisal of self. It was slightly modified for adults and children and was modeled after one that had been used by another research team working with a comparable population (Davidson and Greenberg, 1967) and 2) Draw-a-Person.

The Draw-a-Person projective instrument was utilized to gain some insight into the respondent's view of himself and provided an additional item of evidence for self-esteem. Additionally, the Self-Appraisal Scale was administered both to adults and children, (the appendices will indicate the slight variations in wording, dependent upon age of subject), and permitted the respondent to assess himself on four dimensions of self-esteem: academic competence, social competence, personal competence and other non-intellectual aspects of competence, thus providing the investigation with further evidence of the individual's self-evaluation.

Story Telling Task. In order to assess the respondents' perception and acceptance of socially desirable behavior, a storytelling

task was administered (Appendix E) composed of seven cards similar to the TAT cards in approach. For the purpose of this investigation, the cards were selected either from a group used by Davidson and Greenberg (1967) or from the FIAT (Family Interaction Apperception Test), developed by Dr. Salvador Minuchin et al (1963) and later utilized by Meyers (1965). Both instruments had been pre-tested and developed specifically for use with a comparable population. Facilitating ease of response was the ambiguity of ethnic identity limned in the drawings. Because of the specific situations depicted, responses were elicited which could reveal the respondents' sense of values with regards to authority, environment, ego and superego development.

Procedures

The entire battery (data sheet; subtests, WAIS or WISC; the DAP; the Self-Appraisal Scale; and the Story-Telling Task) was administered individually in one setting before the initiation of the "Think" Workshops and then as soon afterwards as appointments could be made. The interval between pre- and post-tests ranged between three and four months.

The Sample

The "Think" Workshops were attended regularly by 16 mothers and 36 paraprofessionals; another ten parents attending training sessions came irregularly. Mothers were assigned to work with one

child at home; paramothers were assigned to work both with their own child at home and a group of children matched wherever possible to their own child in age, sex and grade level in school; paraprofessionals worked only with children in school, since age, or school attendance elsewhere did not provide them with a comparable child.

Of the 24 adults (14 paraprofessionals and ten mothers) who were used in the final assessment, 63% were black, 33% were Puerto Rican and four percent white. (See Table I). It is to be noted that the one white paraprofessional (although by no means the only white participant in the program) was originally from Colombia, S.A., and therefore Spanish-speaking.

The ages of the adults, at pre-evaluation, ranged from 27 to 57 years. Their educational background varied. Some 16% indicated educational achievement below the 8th grade; three percent had achieved 8th grade levels; 27% had had some high school education, 34% were high school graduates; 20% indicated some college training (usually college courses demanded of them as part of their paraprofessional training program).

The ten mothers worked with ten of their own children; the 14 paraprofessionals worked with nine of their own children* and 13 school children, of whom nine were matched with their own child. Matching was done in order to test out whether parapro-

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*One of the paraprofessionals was a Paraprofessional Trainer who, it turned out, worked with no children at all.

TABLE 1

SAMPLE OF ADULTS IN PROJECT SPA: MOTHERS AND PARAPROFESSIONALS

N = 24	Level of Education				Place of Birth					Ethnic Origin			Age Range	Mean Age	No. child. in Fam.		
	8th	h.s.	h.s. grad.	coll.	N.Y.	P.R.	South	Mid-W.	out USA	Blk	P.R.	Other			1	2	3+
Mothers N = 10	0	6	3	1	2	1	5	1	1	8	2	0	26.6-47.11	36.3	0	2	8
Parapro. N = 14	2	4	4	4*	1	5	6	0	2	7	5	2#	28.11-57.5	38.5	2	7	5

* as a result of paraprofessional training

both Spanish-speaking but not born in P.R.

fessionals were better when training children not related to them, than when they worked with their own child. Of the 32 children involved, 38% were identified as Puerto Rican, 53% as black and nine percent white. There were 19 boys and 16 girls in the sample, whose age span was 8.1 to 11.11 years at the time of pre-evaluation. (See Table 2).

Attendance at Workshops was considered by administrative personnel of the schools excellent. Seventeen of the sample of 24 came between 90-100 percent of the sessions. The remainder, save two, came 75 percent of the time, and the two recalcitrants, one a mother and one a paraprofessional, came to only half of the sessions.

Workshops did not begin until all adults and children in one school were pre-tested. Post-testing did not begin until all 8 workshops had been complete in the school. Since different schools completed test procedures at different times, workshops were begun in October and the last workshop was held in April.

TABLE 2

SAMPLE OF CHILDREN IN PROJECT SPA

N = 32	Sex		Ethnic Origin			Place of Birth*				Career Goals*				No. of Sibs				Age Range	Mean Age
	M	F	Blk	P.R.	Other	N.Y.	P.R.	Sou	Other	Pro. Sports		Bus.	Other	0/1	2	3	4+		
Ch. of Mothers N = 10	4	6	8	2	0	8	1	1	0	6	2		2	1	2	2	5	8.3-11.11	10.2
Ch. of Parapr. N = 9	6	3	5	3	1	4	3			4	3	1		5	2	1	1	8.5-11.7	10.3
Matched Child N = 9	4	5	6	3		8	1			4		3	2	3	1		5	8.4-11.9	10.1
Unmatched Parapro Child N = 4	2	2	1	1	2	1	1	1		2		1	1	2	1	1		8.1-11.6	9.8

*of those who knew

CHAPTER V

COGNITIVE COMPETENCE, SELF-ESTEEM, SOCIAL INSIGHT: RESULTS; DISCUSSION

1. COGNITIVE COMPETENCE

The first hypothesis predicted that adults trained in the SPA Workshops would show a significant increase in cognitive competence. This, in fact, was decisively supported.

Three WAIS subtests were used with the adult respondents to provide the data. These were Block Design, Similarities and Vocabulary. Post-testing began as soon after the conclusion of the workshops as was possible. It was assumed that perhaps only the Block Design subtest would show increased skills due to practice effect.

Table 3 provides the means and standard deviations of the three pre- and post-test scores for the adults.

TABLE 3

MEANS AND STANDARD DEVIATIONS OF THREE PRE- AND POST-TEST SCORES ON THE WECHSLER ADULTS INTELLIGENCE SCALE

Adults N = 24	Block Design		Similarities		Vocabulary	
	Pre	Post	Pre	Post	Pre	Post
Mothers (N = 10)	6.30 (2.83)	7.20 (1.99)	7.50 (3.71)	11.50 (2.14)	8.00 (2.44)	8.30 (1.67)
Paramothers* (N = 9)	6.78 (1.9.)	8.00 (2.44)	8.44 (2.34)	11.33 (2.39)	8.56 (1.65)	9.22 (1.69)
Paraprofessionals** (N = 5)	8.40 (1.67)	10.20 (2.28)	8.40 (4.58)	10.80 (3.41)	9.40 (3.97)	9.00 (3.74)

* with children of their own, matched with classroom children

** without their own children, but only classroom children. One of the paraprofessionals, a trainer herself, did not work with any child.

It can be seen from the preceding table that, save in one instance with one small group (the paraprofessionals in the Vocabulary subtest) gains were made all along the line, and particularly in Similarities. Interestingly enough, practice effect seemed to have had no decided impact on scores in Block Design.

The significance of the differences between pre- and post-test scores for the two groups of adult trainers (the mothers and the paramothers combined and the paraprofessionals and paramothers combined) was determined by Wilcoxon matched-pairs signed-ranks tests. Results are shown in Table 4.

TABLE 4

SIGNIFICANCE OF DIFFERENCES BETWEEN PRE- AND POST-TEST SCORES ON THE THREE WAIS SUBTEST SCORES

N = 24	Block Design	Similarities	Vocabulary
All mothers (N = 19)#	T = 15.0 *.005	T = 0.0 * .001	T = 6.0 * .005
All paraprofessionals (N = 13)##	T = 13.5 *.025	T = 0.0 * .001	T = 12.0 * .005

The N of 19 includes mothers and paramothers, both groups working with children at home; i.e. 10 mothers and 9 paramothers.

The N of 13 includes all paraprofessionals, both groups working with children at school; i.e. 9 paramothers and 4 paraprofessionals.

* All these T values are significant at the .02 level or better for a one-tailed test.

As is apparent, pre- and post-test scores showed significant increases in the ability to cope with conceptualizing skills, with Similarities seeming most amenable to training.

The question of considerable importance, however, was whether these skills could be transmitted to children who did not attend any workshops, but were trained instead by the trainees; one group of trainees working with their respective children in the home for five minutes a day; another group working with children from those classes where they served as paraprofessionals.

The second hypothesis asserted that children trained either by their mothers or by paraprofessionals in the schools would reflect similar gains in cognitive competence. This, too, was supported by the results.

The three sub-tests administered to the children were also Block Design, Similarities and Vocabulary, but the Wechsler Intelligence Scale for Children was the instrument utilized.

Table 5 provides the means and standard deviations of the three pre- and post-test scores for the children.

TABLE 5

MEANS AND STANDARD DEVIATIONS OF THREE PRE- AND POST-TEST SCORES ON THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN

Children N=32	Block Design		Similarities		Vocabulary	
	Pre	Post	Pre	Post	Pre	Post
Children of non-paramothers N = 10	9.10 (2.49)	10.30 (2.95)	10.60 (3.50)	12.60 (3.13)	10.50 (3.62)	11.60 (3.30)
Children of paramothers N = 9	10.44 (2.18)	12.00 (2.59)	11.00 (2.69)	13.00 (2.14)	9.11 (3.20)	11.33 (2.39)
School child matched with paramothers' children N = 9	10.56 (2.00)	12.33 (1.32)	9.67 (3.16)	12.33 (2.95)	7.78 (2.67)	9.33 (2.91)
Unmatched school child of para-professional N = 4	10.75 (1.44)	10.25 (2.63)	10.00 (4.32)	10.50 (3.10)	9.00 (5.50)	10.25 (5.18)

Comparing means of the adults with the children, it is apparent that the children's means are higher in every sub-test than those of the adults. It must be remarked that parents were more apprehensive "taking tests" than the children, and much more concerned with how they did.

Also, as can be observed, the four school children who were trained by paraprofessionals without parallel training being given to children at home, fared least well. While their means and S.D.s may represent an artifact resulting from the size of that group, it may also reflect the more limited experience of the

trainer who worked with one child alone.

The trend, however, was towards improvement in all three subtests, and here, again, greater improvement in the Similarities subtest. The Wilcoxon matched-pairs signed-ranks tests was again utilized to test for the significance of the differences between pre- and post-test scores. Table 6 shows these results:

TABLE 6

SIGNIFICANCE OF DIFFERENCES BETWEEN PRE- AND POST-TEST SCORES ON THE THREE WISC SUBTEST SCORES

N = 32	Block Design	Similarities	Vocabulary
Children of mothers and paramothers N = 19	T = 7 *.005	T = 9 *.005	T = 10 *.005
School children of paramothers & paraprofessionals N = 13	T = 14.5 *.025	T = 8.5 *.025	T = 7 *.005

Children trained in school, both those who were trained by mothers with matching children at home and those trained by paraprofessionals for whom no child at home could be matched, were joined into one group since no statistic could be meaningful for the four unmatched members of the sample alone.

* All these T values are significant at better than the .02 level for a one-tailed test.

It can be seen, from these results, that the training of the children by the SPA trainees did indeed produce a significant increase in their cognitive competence, although not with as dramatic a result as was demonstrated by the workshop members themselves. Improvement in vocabulary seemed outstanding for both children's groups, and this might be the consequence of greater verbal interaction between adult and child. It also appears that there was more consistent improvement on all three subtests by the children who were trained at home, either by mothers or paraprofessionals, than by those children who received training in cognitive techniques in the school atmosphere. As we will see later, the significant increase in cognitive competence in the home did not obtain in the affective sphere. Whether this difference stems more from the investment of the parent-trainee in her own child, or more from the distractions which might effect the cognitive interaction taking place in the school atmosphere cannot be assessed at this time.

A third hypothesis, that greater cognitive gains would be made by those who scored lower on the tested cognitive skills, was also predicted. This prediction proved valid! In four of the six areas where significant improvement occurred, they occurred with the Low groups, i.e. those who scored at the mean or below. In the "high category" group, mothers were able to improve significantly in Similarities. The "low category" paraprofessionals in Block Design and Similarities did move significantly towards improvement in cognitive skills. Hypothesis three, in the main, was supported. Here again the trend

towards more significant improvement occurred in the Similarities subtest.

The following Table 7 provides the results for testing the significance of differences between those adults whose pre-test WAIS scores were above the mean and those who scored at the mean or below.

TABLE 7

SIGNIFICANCE OF DIFFERENCES BETWEEN PRE- AND POST-TEST SCORES OR ADULTS SCORING EITHER HIGH OR LOW ON WAIS SUBTEST

N = 23	Block Design		Similarities		Vocabulary	
	Hi	Lo	Hi	Lo	Hi	Lo
Total adults	T = 8 n.s.	T = 2 *.005	T = 0 *.005	T = *.005	T = 27 n.s.	#
Paraprofessionals N = 13	T = 7 n.s.	T = 0 *.005		T = 0 *.005	T = 7.5 n.s.	#
Mothers N = 10	n.s.	n.s.	T = 0 *.005	n.s.#	#	#

In the Wilcoxon test, N constantly changes because all tied scores (i.e. no change between pre- and post-test scores) are dropped out of the analysis. Therefore there are occasions when too few scores exist which lend themselves to the statistical calculations.

* All these T values are significant at the .005 level for a one-tailed test.

A comparable hypothesis, the fourth, also predicted that children who scored lower in cognitive competence would make the greater gains. The fourth hypothesis proved valid as substantiated by Table 8.

TABLE 8

SIGNIFICANCE OF DIFFERENCES BETWEEN PRE- AND POST-TEST SCORES OF CHILDREN SCORING EITHER HIGH OR LOW ON WISC SUBTESTS

N = 23	Block Design		Similarities		Vocabulary	
	Hi	Lo	Hi	Lo	Hi	Lo
	N=17	N= 15	N=17	N=15	N=15	N=17
	T=26	T=4	T=7	T=14	T=14	T=2.5
	n.s.	*.005	*.005	*.005	*.025	*.005

* All these T values are significant at the .02 level or better for a one-tailed test.

While in Similarities, both the high and low groups gained significantly in their skill in concept formation, only for the low groups did gains at the .005 level take place in all three subtests, thus supporting Hypothesis 4.

Since the Similarities subtest revealed itself as most amenable to improvement in both adults and children as a result of the SPA workshops, it might be germane at this time to quote Wechsler himself on the description of this test:

> This test turns out to be among the best of our entire battery.... It is the kind of test which has been recognized by all investigators as containing a great amount of 'g.' Over and above this, the test has certain qualitative features, the most important of which is the light which the type of responses received throws upon the logical

> character of the subject's thinking processes.... Our correlations for the Similarities Test.... are uniformly among the highest obtained either with the individual tests or with total score. (Total IQ score - ed. note)

SELF-ESTEEM

Once the data accumulated on both the trainers and trainees departed from cognitive assessment and moved towards the affective or personal areas, and the effort was essayed to register what change, if any, came as a result of the "Think" Workshops the investigation encountered more difficulty.

In the area of self-esteem, two instruments were utilized, the Draw-a-Person Task, which purports to elicit from the respondent a projection of his self-image; and a Self-Appraisal Scale which asked the respondent to assess himself on four dimensions of self-esteem: academic competence; social competence; personal competence and certain other non-intellectual aspects of competence. This latter instrument contained a list of 24 items which could be rated on a three-point scale. It therefore lent itself to objective scoring procedures.

In order to determine whether there was a change in the self-appraisal scores after the conclusion of the SPA workshops, the Sign test was used to deal with differences between pre- and post-test scores. Table 9 illustrates results.

TABLE 9

RESULTS OF SIGN TEST ON FOUR DIMENSIONS OF SELF APPRAISAL TASK SELF-ADMINISTERED BY PARTICIPANTS IN SPA WORKSHOPS

	Social	Personal	Non-intellective	Academic
All Adults N = 23	N = 21# p = .039*	N = 19# p =-.324 n.s.	N = 14# p = .212 n.s.	N = 12# p =.073 n.s.
Paramothers N = 19	N = 17# p = .006*	N = 16# p = .598 n.s.	N = 12# p = .194 n.s.	N = 12# p =.073 n.s.
Mothers N = 10	N = 8 p = .004*	N = 7 p =-.227 n.s.	N = 6 p = .109 n.s.	##

Changes in N occurs because all tied scores are dropped out of the analysis.

N too small for determining probability.

* P values significant at the .03 level or better.

The only dimension where significant improvement occurred in all SPA participants was in their feelings that they had gained in Social Competence. While it is true that for all adults, and for the mothers who worked with both their own and school children, their appraisal of improvement in academic competence approached the .05 level of significance, it is also true that there seemed to be not enough evidence to support the 5th hypothesis, at least so far as the total Self-Appraisal scale

responded to by the adults was concerned. Only one dimension, Social Competence, showed significant gains. The question arises therefore, did a positive experience with cognitive skills as developed in the workshops cause the adults to feel more positive about their abilities in the social area or was the emotional support and time spent with these adults in the workshop the determining factor? This we did not establish!

Table 10 also reveals few significant changes occurring in the self-appraisal of the children who were trained by the adults.

TABLE 10

RESULTS OF SIGN TEST ON FOUR DIMENSIONS OF SELF APPRAISAL TASK ADMINISTERED TO CHILDREN PARTICIPATING IN SPA PROJECT

	Social	Personal	Non-intellective	Academic
All children N = 29#	N = 24 p = .581 n.s.	N = 22 p = .067 n.s.	N = 23 p = .105 n.s.	N = 23 p = .339 n.s.
Children trained by mothers N = 16	N = 14 p = -.212 n.s.	N = 14 p = .212 n.s.	N = 14 p = .395 n.s.	N = 13 p = .291 n.s.
Matched children N = 13	N = 10 p = .055*	N = 8 p = .035*	N = 9 p = .090 n.s.	N = 10 p = .623 n.s.

2 of the children did not take the self-appraisal test.
* p values significant at the .05 level or better.

It would seem, based on the results, that the children's sense of self-esteem, particularly in the areas of social and personal competence, can be significantly improved, but the catalyst for this improvement seemed not to be the mother but the paraprofessional working in the classroom with the child. One can observe, as a matter of fact, that children trained by their own mothers moved towards a negative evaluation of their social competence. This is in sharp contrast with the significant gains in cognitive skills registered by the children. Did they feel that their mothers' concern with them reflected some failing on their part? Or rather was the concern of the mother in training her own child of such an intensity as to work contrary to her purpose, save in the area of cognitive competence? Conversely, did the paraprofessional's interest in the child serve to raise the child's evaluation of himself - that someone other than his mother showed interest in him? This may be a possibility, since the comparable gain in the adults could also have reflected the positive interaction between the investigator and the workshop participants, leading to the corresponding increase in self-esteem in that area of social interaction.

On the basis of results, the findings are too tentative to arrive at a firm conclusion which could serve to support the fifth hypothesis.

The Draw-a-Person Task also failed to supply the investigator with indisputable support for her hypothesis. Table 11

presents the results of the DAP task for both mothers and children using the Sign Test.

TABLE 11

RESULTS OF SIGN TEST ASSESSING THE DAP FOR BOTH ADULTS AND CHILDREN

	N Total	P	Level of Significance
All adults	23	.105	n.s.
Paramothers	13	.867	n.s.
Mothers	10	.377	n.s.
All children	32	.345	n.s.
Children trained by mothers	19	.324	n.s.
Matched children	13	.011	*

Here it can be noticed that the matched children, who worked with the paraprofessionals in the classroom, perhaps because of the additional attention they received, perhaps because they felt singled out for that attention, were the only group whose drawings indicated a slightly significant improvement in self-image.

A study of the individual DAP's, commented on by the judges, revealed the general superiority of the children's drawings when compared to those of the adults. This was particularly noticeable in the lower-rated drawings of both groups. Appendix F shows the reader the three poorest drawings

of the adults and the three poorest drawings of the children, as assessed by the judges. Perhaps these results would be of significance for a clinical evaluation if one did not remind one's self that these adults - mothers - probably had never been asked to draw a person, considering their educational background and their mean age, whereas drawing people is very much a part of the activity of a school-age child and the youngster is therefore not only more skilled, but less self-conscious when asked to perform such a task.

A trend that emerged in a discussion of the 5th and 6th hypotheses, which were not adequately supported, also seems to indicate some support for the final hypothesis that parents would be less effective in working with their own children in building self-esteem than paraprofessionals training children in the school situation. Is it that the interest of a "significant other" develops greater self-esteem in a youngster? Or are the paraprofessionals indicating greater psychological skills in working with children, less anxiety in trying to effect change, more creativity in developing affective relationships with the children? Only further investigation can resolve that question. What can be observed is that while the data support significant improvement in cognitive competence in both adults and children, there is less support for the prediction that this

competence would necessarily lend to greater self-esteem save in those children trained by the paraprofessionals.

3. SOCIAL INSIGHT

The seventh and eighth hypotheses predicted that the SPA Workshops, by increasing cognitive skills, and developing meaningful interaction between adults and children, would tend to improve both the adult's and child's perception and acceptance of socially desirable behavior.

The instrument used to test these hypotheses was a story-telling task similar in presentation to the TAT, encouraging the Subject to respond with a story to each of seven presented pictures. The pictures were selected to elicit the respondents' attitudes towards authority figures, the environment, ego, and superego values. In order to determine whether there was a change in the four dimensions rated in the stories, a plus sign was given wherever movement was revealed in the positive direction; a minus sign indicated a negative attitude toward the dimension delineated. The Sign Test was utilized to determine significance of the movement in either direction.

Table 12 deals with these results.

TABLE 12

RESULTS OF SIGN TEST ASSESSING RESPONSES OF ADULTS TO FOUR DIMENSIONS OF STORY TELLING TASK

	Authority	Environment	Ego	Superego
N = 24	N = 21 p =-.013 *	N = 19 p =.50 n.s.	N = 22 p = .262 n.s.	N = 21 p =.332 n.s.

* Significant negative change; i.e. significant shift towards lessening of positive attitude towards authority.

The significant negative movement towards a lessening of a positive attitude towards authority indicates not only an unexpected consequence but a more subtle aspect of ego development than at first meets the eye.

When this significant assertion of independence from authority figures is combined with the significant increase in social competence manifested in the self-appraisal task, the investigation might be tapping an underlying aspect of ego-strength not heretofore anticipated. It can be interpreted paradigmatically that the stronger one feels about one's own social competence the greater ego independence one demonstrates in refusing to be subservient to irrational dimensions of outside authority.

The courage to be one's own man (read "woman"), to make one's own decisions, because one has the cognitive and social competence to do so, may be tapping an aspect of self-assertion

and self-confidence which in small part could account for the increased lessening of fear for most authority figures who function in the Harlem community. This certainly deserves further investigation.

Table 13 deals with the responses of children to the story telling task.

TABLE 13

RESULTS OF SIGN TEST ASSESSING RESPONSES OF CHILDREN TO FOUR DIMENSIONS OF STORY TELLING TEST

	Authority	Environment	Ego	Superego
All children N = 32	N = 29 p =.300 n.s.	N = 28 p =.088 n.s.	N = 31 p =.142 n.s.	N =31 p =.142 n.s.
Children trained by mothers	N = 18 p =.593 n.s.	N = 17 p =.315 n.s.	N = 19 p =.50 n.s.	N = 19 p =.50 n.s.
Children trained by paraprofessionals	N = 12 p =.073 n.s.	N = 11 p =.113 n.s.	N = 12 p =.073 n.s.	N = 12 p =.073 n.s.

While it is apparent that no change of any significance has occurred in the children, whether trained by the paraprofessionals or by their own mothers, there is a trend towards more positive change in non-cognitive areas in children who were seen by paraprofessionals. Hypothesis 8 is non-supported but here again some support is given to the final hypothesis

that paraprofessionals are more capable of inducing non-cognitive change in children once they are in school rather than as a result of training by their own parents.

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CHAPTER VI

CONCLUSIONS AND IMPLICATIONS

Project SPA hypothesized that the development of cognitive competence in adults and in youngsters, using non-curriculum-oriented materials, and deriving pleasure from an intellectual experience, could be posited as a necessary prerequisite for preventing or curbing maladaptive behavior in the ghetto child and helplessness and feelings of inadequacy on the part of those reponsible for this child's continuing growth. Towards this end a program was initiated in the form of "Think" Workshops and was held in five schools in Harlem and East Harlem. Attending in the second year of the Project SPA were over 60 adults; some were mothers who worked with their own children at home, others were paraprofessionals who trained their own children as well as a comparable group in the school setting (these were nominated paramothers) and another group of paraprofessionals worked only with children in school. In all, over 150 subjects were involved in this study, 100 of them in the past year.

The hypotheses formulated for this project posited not only that significant gains in cognitive skills would occur in the adults participating in the workshops, but that these skills could be transmitted to youngsters trained by these adults, resulting in significant gains registered by the children as well. It was further posited that possession of these skills and awareness of one's own cognitive potential would lead to a corresponding

increase in self-esteem in both the adults as well as the children and that the ensuing increase in self-esteem could serve as a barrier against the formation of, or the increased reliance on, maladaptive behavior patterns leading to future delinquency.

Results indicated that statistically significant gains did, indeed, occur not only in the cognitive competence of the adults attending the workshops, but also in the youngsters trained by these adults. In the area of self-esteem, the most significant positive findings uncovered an interesting phenomenon: statistically significant gains in social competence by the adults led to a statistically significant lessening of respect for authority by this same population, suggesting that there is no quid pro quo correlation between that middle class value - respect for authority (and, by extension, for the law) - and respect for one's own self, one's ability to think for one's self. Rather it would seem that the more one had the courage to think for one's self, the more one developed disrespect for authority - at least the authority one encounters in ghetto communities.

There is no question but that further investigation in all these areas, should be continued. Not the least of the investigation's shortcomings derived from the inadequacy of the instruments used to test out the hypotheses, the difficulties in setting up clear-cut criteria for the judges' assessments, and the limitation of the measures utilized to assess qualitative results.

It has long been noted by researchers that reliable attitudinal scales are most difficult to construct, and that basic attitudinal change is resistive over the short haul. How can one truly establish criteria and analyze data which so often depend on inner mood? the environment that surrounds the testing situation? the rapport with the examiner? the natural tendency to consider correct, and therefore repeat answers or "stories" which have not been "marked wrong"? as well as the difficulty to effect attitude change via an eight-session three month workshop where the focus is on conceptualizing and categorizing in the intellectual sphere rather than the affective areas?

The present investigator would be less than candid if she expected that within this period of time not only would cognitive skills improve significantly but basic values and deeply intrenched attitudes could show an equally significant shift. One could more rationally hypothesize that only after a period of time had elapsed, giving the subject a chance to incorporate the positive aspects of cognitive improvement into his self-concept and his behavioral structure, would it be possible to assess basic personality change.

But the investigator's experience with working in a high risk community has been the difficulty of keeping a group of adults together for a long period of time, particularly mothers for whom economic and environmental hazards, the health of children, the problems of welfare, the instability of jobs, make

regularity of attendance over an extended time span a challenge. This proves to be so even when nominal payment is offered.

For these reasons, the investigator, besides the formal pre- and post-test administration of the four instruments to arrive at some objective evaluation of Project SPA, also asked each of the attending members, whether they formed part of the tested group or otherwise, to write her own personal assessment of the project. Perhaps it is in these freely supplied responses that one should look for movement towards attitudinal change in the participants. Appendix G presents the evaluations written by the respondents. The principals and guidance counselors of the school where the workshops were held were also asked to provide feedback. Their letters comprise Appendix H.

Even the most cursory perusal of these statements highlights the value of the workshops. That every school where workshops were held wanted a repeat the following term; that some of the respondents felt it would be a suitable training for teachers as well as untrained personnel, all this may serve to pinpoint what may not have been the project's original purpose. Have we, in seeking new approaches towards the prevention of delinquency, hit upon a valuable model for training paraprofessionals and mothers of the inner city in how to develop not only their own cognitive potential, but also those of the children in their care? And cannot this training, in the long run, serve as a significant factor in curbing maladaptive social behavior?

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APPENDIX

BRAIN-TRAINING PROGRAM

"THINK"

SESSION III

SPA WORKSHOPS

To: Participants

From: Dr. Edna O. Meyers
Chief Psychologist, NCCD

LET'S REPEAT OURSELVES:

We want to show people how much they already know so that they can be helped to become aware of their own intelligence and begin to rely more on their own capacity to think things out.

This self-awareness and a positive feeling about one's own intelligence leads to an increase in one's own self-image and ego strength.

Thinking - using one's brain - can be a fun experience. It need not be a part of homework, or only connected with studying in school. It is a source of great pleasure to the child (and to the adult) and also a source of self-esteem.

The ultimate aim of all the training sessions is to increase the self-esteem of the "trainee" by providing him with the skills required and the experience necessary to move towards developing competence in thinking as a skill.

In order effectively to move in this direction, the "trainee" must have the opportunity to think out loud - express ideas as freely as possible; the focus should be on thinking, rather than on grammar. He must not hesitate to express his thoughts.

If you are training mothers (or teachers), remember, tell them:

The sessions should be every day, at a special time, for a special purpose; to learn to use one's brain for thinking. It should take up no more than 10 minutes of the day.

Brain-Training Program
Session III

In the beginning, time should be devoted to showing the children that, if they learn how to think, they will also realize how much they already know. The trainer's job will be to prove it to them!

Divide the material any way you choose, depending on your interests and what you know of your own trainees.

The following are the ideas you should try to introduce:

1. The remarkable possession each child has - his brain. It is so important that it is protected by the hardest bone in the body.

2. The other remarkable possession each child has - his senses.
   Why are the five senses so close to the brain?
   The importance of using them to help in learning how to use your brain.
   The different kinds of sounds we hear; the different kinds of taste we experience; the way different things feel to the touch; the ability of the eyes to see color, shape, distance, etc., etc.

Here the object is for the children to become aware of the brain and the five senses and to find words to describe different sounds, tastes, smells, colors, touch sensations - e.g., loud, soft, crackling, rough, smooth, sour, sweet, whispering, velvety, silky, scratchy, etc., etc. There is a word for every type of sensation.

3. The following sessions should deal with how much more the children know if they start using their brains for thinking.

An example: How many birds can they name? After the children have supplied their list, show them that by thinking along certain lines they can realize they know more.

The categories: singing birds (canary, nightingale, wren); talking birds (parrot, parakeet, mynah); water birds (gulls, ducks, etc.); birds we eat (turkey, duck, goose, hen); birds know for beauty (peacock, bird of paradise); common birds (pigeons, sparrows, robin, woodpecker, etc., etc.).

You can continue by asking of what use are birds to people.

Categories here would be: food (the bird itself, its eggs); beauty; the use of feathers for hats or pillows or warmth; music - the sound of their singing; science - airplanes base their construction on studying the flight of birds. Important to get the children to think in categories, in groups.

4. If the trainer feels more comfortable with flowers, or trees, or fruit, or vegetables or insects or animals, and can think of suitable categories which can help the children provide more answers, by all means do not start with birds.

By the end of the first week, a review should prove to you and especially to children that they know the names of over 100 living organisms in nature.

You can now remind them that flowers, birds, trees, etc., are alike in that they belong to the category of living things because, like people, they grow and die. They have learned a basic category: the difference between animate and inanimate objects AND they can begin to realize that they knew it all the time in their brains.

Appendix B

I like it because it's not a lot of string stuff - I did not know - not I knew now and can help my children with and they can help me with the English the program and would like to have more of them.

I please to play the good work.

The sessions I've attended has not only been one that made me, as a parent, feel very positive about myself and my children ..... but give me a wealth of ideas and ways to use my knowlage more product wise. I can't think of any way your sessions could have been imposed except more of them

I think that this program was very good for the youth of this community. The one only sorry that many more youths did not participate. I am sure that the ones that did will benefit greatly by the information that was did receive. I really enjoyed every minute of it, and I am grateful that I had a chance to participate

I really enjoyed all of our sessions. I truly hope and trust that we would be able to have your return in Sept. On the subject of thanking on the highest level. I am very interested in this concept I do believe that this is one of your best projects.

I learn the session was very important to me. I have learned how to pick out interesting things for the kids to do. I would like for you to teach us how to use some of the materials that we can buy in the stores and use some of the children to show we have to work with our own. Thank you very much for the session and things they were very interesting.

I have enjoyed our discussion very much although I have tried some of your recommendations and they ~~weren't~~ worked.

I feel that all parents can work with their children.

I wish we can have many more discussion in the future.

I can say that I have truly enjoyed listen to your sessions. I have come to relize that there are very many ways in which we can make our children want to think. I have tried many of the ideas that you suggested and I can truly say that I am very pleas with them I have found. To improve it I can only say keep up the good work. And Thank you very much.

I enjoyed the lecture very much. It started me to thinking more. I believe I can help my children to think also. I wish I could have been to more of the lectures. It helped me a lot. I do hope you would come back again. I think you are very much in need for the teachers and the children here at this school.

Thank You

To A Friend

Dear Dr. Myers:

We have known you for
a while
But still we'll miss your
ideas and your smile
We have decided that you're
such a gain
That we must and need you
back again

Parents of Fallon
Through

I learn a lot by Coming to the Center
One thing after a long day in the house to
see that the Children get to school on time and
get back home safe at 3:30 P.M. I take more time
with my Children at the end of the day. Asking
them what happen during the day. each night
I spend time with each one of them.
The next thing I do is have them read
before they go to bed.
I learned a lot about Cooking and time the
food
My Children learn a lot too from the
Classes by me spending time and Talking
to them. Just what we did

I think it would be nice to have some
more classes like this one, it is very
helpful to the parents, because some
of us Can't go to school, because we
have Children and we learned
lot from the Classes.

APPENDIX C

Name: _____

Address: _____ Phone: _____

1. How far did you go in school? _____

2. Where were you born? _____

3. How many children do you have? _____

Name: _____

Address: _____ Phone: _____

1. How old are you? _____ What is your grade in school? _____

2. Where were you born? _____

3. How many brothers do you have? _____

4. How many sisters do you have? _____

5. Does your home have a TV? _____ Radio? _____ Telephone? _____

6. What would you like to be when you are a grown-up? _____

_____

7. Your teacher's name: _____

8. Your mother's name: _____

SELF-APPRAISAL SCALE

Directions: The words on this page tell different ways children are. Read the words next to each number. Put a cross (X) in one box on each line to show whether you think you are that way MOST OF THE TIME or ABOUT HALF THE TIME or HARDLY EVER.

I THINK I AM:	MOST OF THE TIME	ABOUT HALF THE TIME	HARDLY EVER
1. Neat			
2. A good homemaker			
3. Smart			
4. Shy			
5. A nag			
6. Very good in art			
7. Scared to take chances			
8. Full of fun			
9. A hard worker			
10. Polite			
11. Trying my best			
12. Nice-looking			
13. Lazy			
14. Full of curiosity			
15. Going to do well			
16. Sad			
17. Athletic			
18. Careless			
19. Honest			
20. Nervous			
21. Good at making things			
22. Bad			

I THINK I AM:	MOST OF THE TIME	ABOUT HALF THE TIME	HARDLY EVER
1. Neat			
2. A good homemaker			
3. Smart			
4. Shy			
5. A nag			
6. Very good in art			
7. Scared to take chances			
8. Full of fun			
9. A hard worker			
10. Polite			
11. Trying my best			
12. Nice-looking			
13. Lazy			
14. Full of curiosity			
15. Going to do well			
16. Sad			
17. Athletic			
18. Careless			
19. Honest			
20. Nervous			
21. Good at making things			
22. Bad			
23. Liked by other adults			
24. As lucky as others			
25. In trouble in school			
26. In trouble with my family			

SELF-APPRAISAL SCALE

Directions: The words on this page tell different ways children are. Read the words next to each number. Put a cross (X) in one box on each line to show whether you think you are that way MOST OF THE TIME or ABOUT HALF THE TIME or HARDLY EVER.

I THINK I AM:	MOST OF THE TIME	ABOUT HALF THE TIME	HARDLY EVER
1. Neat			
2. A big help at home			
3. Smart in school			
4. Shy			
5. A pest			
6. Very good in art			
7. Scared to take chances			
8. Full of fun			
9. A hard worker			
10. Polite			
11. Trying my best			
12. Nice-looking			
13. Lazy			
14. Full of questions about new things			
15. Going to do well			
16. Sad			
17. Good in sports			
18. Careless			
19. Honest			
20. Nervous			
21. Good at making things			

	MOST OF THE TIME	ABOUT HALF THE TIME	HARDLY EVER
1. Neat			
2. A big help at home			
3. Smart in school			
4. Shy			
5. A pest			
6. Very good in art			
7. Scared to take chances			
8. Full of fun			
9. A hard worker			
10. Polite			
11. Trying my best			
12. Nice-looking			
13. Lazy			
14. Full of questions about new things			
15. Going to do well			
16. Sad			
17. Good in sports			
18. Careless			
19. Honest			
20. Nervous			
21. Good at making things			
22. Bad			
23. Liked by other children			
24. As lucky as others			
25. In trouble in school			
26. In trouble at home			

APPENDIX E

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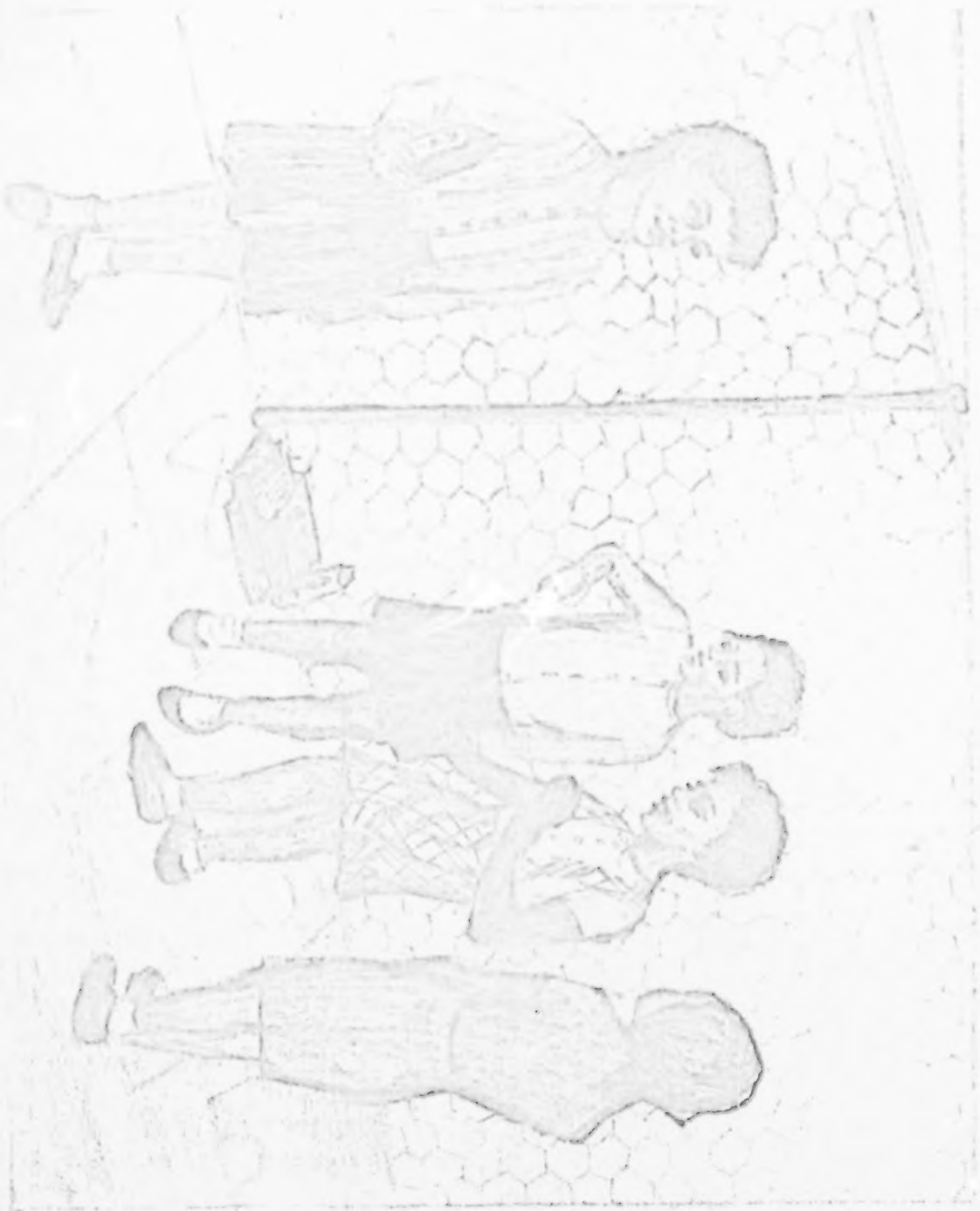

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Draw a Person on this piece of paper

Drawings of adults; average age: 37 years

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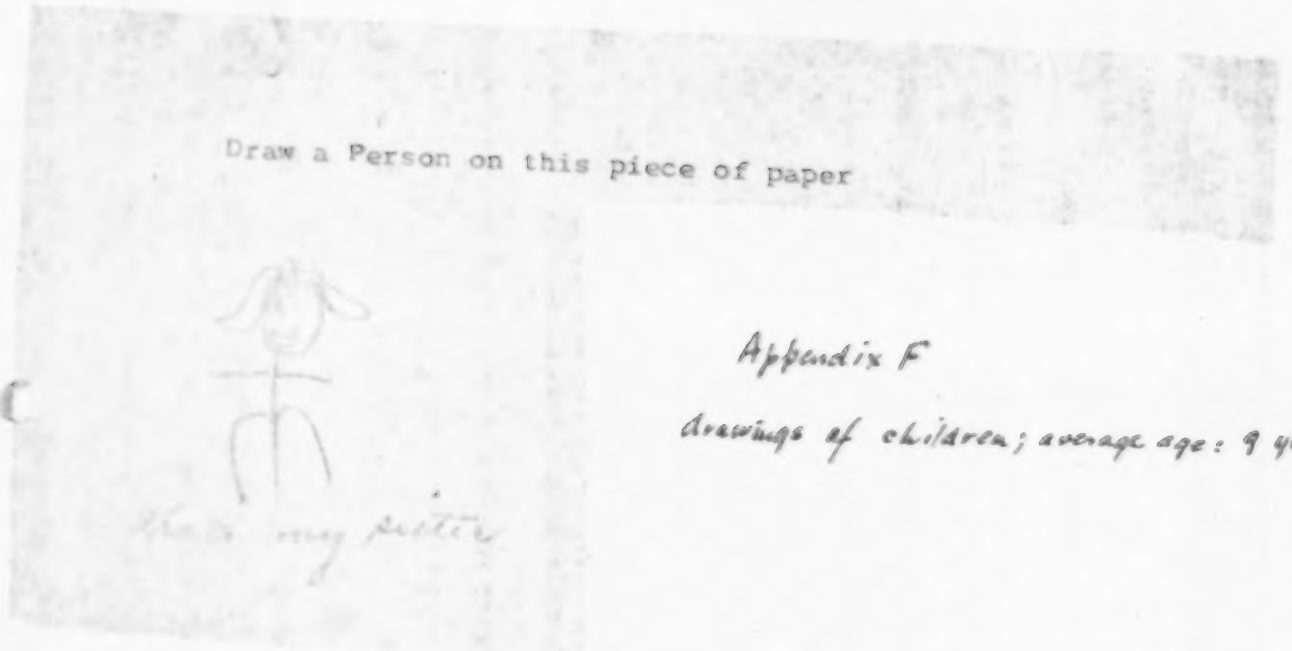
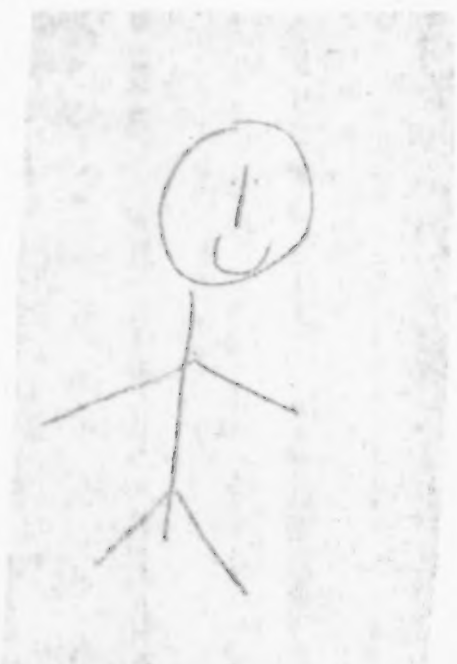


Appendix F

Drawings of children; average age: 9 years



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From: Dr. Edna O. Meyers, Chief Psychologist
Northside Center, New York

I would be very grateful if you would take the time to answer the following questions. Please answer as fully as possible (you need not sign your name if you do not choose to). Thank you.

QUESTIONNAIRE

1. Do you think you would be able to use a program of "brain-training" with all your children? Would you be able to use this program with children in a classroom?

2. Did you find the program of "brain-training" useful to you? Why?
I enjoyed the Workshop of Brain training and I will be glad continue the program with the childrens in my classroom,

3. Will you continue to work on these ideas even if we don't meet again?
yes,

4. Are there any suggestions you would like to offer?
The things was practiced in the work-shop will be what I will teach the childrens and will think of other projects to work with the childrens

5. What did you enjoy most in the sessions? Why?
everything each sessions was very interested and was like I was a child in school myself and made me think as I was in school

6. What did you enjoy least in the sessions? Why?
everything, because it was helpful to me to help the childrens

(Use other side of paper if necessary)

Thank you.

2

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PROJECT SPA

From: Dr. Edna O. Meyers, Chief Psychologist
Northside Center, New York

I would be very grateful if you would take the time to answer the following questions. Please answer as fully as possible (you need not sign your name if you do not choose to). Thank you.

QUESTIONNAIRE

1. Do you think you would be able to use a program of "brain-training" with all your children? Yes Would you be able to use this program with children in a classroom? Yes the program is useful with Classroom Children
2. Did you find the program of "brain-training" useful to you? Why?

It was useful in that I found myself trying organization into my thoughts. By nature I'm chaotic so in some ways it will be most helpful.

3. Will you continue to work on these ideas even if we don't meet again? Plus training added to other types of training will be of additional help time.
4. Are there any suggestions you would like to offer?

I think people enjoyed the concrete participation part of the program. I think getting physically involved in activities is something we never outgrow. Some of the material was repetitious.

5. What did you enjoy most in the sessions? Why?

The initial inner searching for hidden facts, and the puzzle solving. Because I like to solve problems.

6. What did you enjoy least in the sessions? Why?

The "lecturing." It was repetitious

(Use other side of paper if necessary)

Thank you.

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PROJECT SPA

From: Dr. Edna O. Meyers, Chief Psychologist
Northside Center, New York

I would be very grateful if you would take the time to answer the following questions. Please answer as fully as possible (you need not sign your name if you do not choose to). Thank you.

QUESTIONNAIRE

1. Do you think you would be able to use a program of "brain-training" with all your children? yes Would you be able to use this program with children in a classroom? yes

2. Did you find the program of "brain-training" useful to you? Why?

Your program in brain-training introduced ways of how to get a child of all ages to get the best of his own brain power.

3. Will you continue to work on these ideas even if we don't meet again?
yes

4. Are there any suggestions you would like to offer?

This programs was intended for classroom aids to help the family Worker - I am not disregarding the material you gave, I looking for help for social work.

5. What did you enjoy most in the sessions? Why?

picture games related to science and Daily surrounding

6. What did you enjoy least in the sessions? Why?

(Use other side of paper if necessary)

Thank you.

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PROJECT SPA

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Northside Center, New York

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QUESTIONNAIRE

1. Do you think you would be able to use a program of "brain-training" with all your children? yes Would you be able to use this program with children in a classroom? yes

2. Did you find the program of "brain-training" useful to you? yes Why?
Because you thought us that we can make children think, with out useing special materials and that it is possible to make them use there minds and get them interested in learning.

3. Will you continue to work on these ideas even if we don't meet again?
yes.

4. Are there any suggestions you would like to offer? no

5. What did you enjoy most in the sessions? Why?
the part of the accociation of Pictures. Because it really makes you think why things belong together and it is an activity which I enjoyed very much.

6. What did you enjoy least in the sessions? Why?
I enjoyed it all.

(Use other side of paper if necessary) Thank you.

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PROJECT SPA

From: Dr. Edna O. Meyers, Chief Psychologist
Northside Center, New York

I would be very grateful if you would take the time to answer the following questions. Please answer as fully as possible (you need not sign your name if you do not choose to). Thank you.

QUESTIONNAIRE

1. Do you think you would be able to use a program of "brain-training" with all your children? Would you be able to use this program with children in a classroom? Yes.

2. Did you find the program of "brain-training" useful to you? Why?
Yes, We learn first discussing all together en the workshop, then we know better how to work with children. I have now more aknowledge about brain training

3. Will you continue to work on these ideas even if we don't meet again?
Yes, I like to teach the children about I learned.

4. Are there any suggestions you would like to offer?
Yes I like this workshop continue because it is very interesting for us and for our own children Our teachers may do all we learn with the children.

5. What did you enjoy most in the sessions? Why?
I enjoyed enerything in the workshops

6. What did you enjoy least in the sessions? Why?
I enjoyed everything I can't tell other thing. Everything was so useful. I learned many things new.

(Use other side of paper if necessary)

Thank you.

J. Almestica

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PROJECT SPA

From: Dr. Edna O. Meyers, Chief Psychologist
Northside Center, New York

I would be very grateful if you would take the time to answer the following questions. Please answer as fully as possible (you need not sign your name if you do not choose to). Thank you.

QUESTIONNAIRE

1. Do you think you would be able to use a program of "brain-training" with all your children? Would you be able to use this program with children in a classroom? yes.

2. Did you find the program of "brain-training" useful to you? Why?
yes. Because I learn a lot good (things) that I can use and work with the childen in the classroom and with my childen's too.

3. Will you continue to work on these ideas even if we don't meet again?
yes.

4. Are there any suggestions you would like to offer?
Well this workshop was so interesting that I will like to had again.

5. What did you enjoy most in the sessions? Why?
I enjoy eneything, but specially I like better was the picture with the letter. Because the children like much better and they learn a lot.

6. What did you enjoy least in the sessions? Why?
Everything was interesting for me. Because I learn a lot of good thing.

(Use other side of paper if necessary) Thank you.

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PROJECT SPA

From: Dr. Edna O. Meyers, Chief Psychologist
Northside Center, New York

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QUESTIONNAIRE

1. Do you think you would be able to use a program of "brain-training" with all your children? yes Would you be able to use this program with children in a classroom? yes

2. Did you find the program of "brain-training" useful to you? Why?
yes. It reminded me of what is apt to be forgotten in the classroom - that the children are loaded with information, it started me thinking about how to make each child reality this.

3. Will you continue to work on these ideas even if we don't meet again?
yes!

4. Are there any suggestions you would like to offer?
I would like to have had some material to take away from each session to help me recall what had been discussed.

5. What did you enjoy most in the sessions? Why?
I really enjoyed it all.

6. What did you enjoy least in the sessions? Why?
I enjoyed it all and found it all valuable.

(Use other side of paper if necessary) Thank you.

D. S. Watkins

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PROJECT SPA

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Northside Center, New York

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QUESTIONNAIRE

1. Do you think you would be able to use a program of "brain-training" with all your children? Yes Would you be able to use this program with children in a classroom? Yes

2. Did you find the program of "brain-training" useful to you? Why?
Si porque al fin mejor conocemos al
Estar a cargo de niños aun en el salón de
Clase como los mios propios de la ayuda
me a mi para forma que ellos aprendan y a la
3. Will you continue to work on these ideas even if we don't meet again?
Yes it is a great ideas.

4. Are there any suggestions you would like to offer?
Sala los workshops que se dan a los
Padres-profesores debe de ser para dar de
los niños para saber como mas dar de trabajo
con los niños y la forma que ellos la ayuda
ayuda. Como este que ha terminado.

5. What did you enjoy most in the sessions? Why?
I enjoy in all sessions. Because Mrs Irizarry
is a very good leader about the questions she
made all lesson interesting. The way she answered the
questions with
6. What did you enjoy least in the sessions? Why?
Today when mrs meyers talks
Today is the last session + that's
Because we have good teacher and he enjoy some
(Use other side of page if necessary)

Thank you.

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(2) Yes. Because if I have also a better knowledge in trying to teach the children in the classroom as well as my own children I can help them more, and in a manner that they learn. In turn, they can enjoy this manner.

(3) Yes. It is a great idea.

(4) All of the ~~workshops~~ workshops given to the professionals should be for profit of the children in order to know how one ought to work with them as well as the way one can help them. Just like this that has finished.

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PROJECT SPA

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Northside Center, New York

I would be very grateful if you would take the time to answer the following questions. Please answer as fully as possible (you need not sign your name if you do not choose to). Thank you.

QUESTIONNAIRE

1. Do you think you would be able to use a program of "brain-training" with all your children? yes Would you be able to use this program with children in a classroom? yes

2. Did you find the program of "brain-training" useful to you? yes Why? Porque de esta manera puedo darme cuenta de la capacidad del niño y al mismo tiempo aprendo muchas cosas que me ~~son~~ ayudan para el desempeño en la clase y la enseñanza de ellos mismo.

3. Will you continue to work on these ideas even if we don't meet again? yes

4. Are there any suggestions you would like to offer? yes

5. What did you enjoy most in the sessions? I enjoy everything Why? Because I'm learning and I can help the children

6. What did you enjoy least in the sessions? Why? Porque todas las sesiones las encuentro interesante.
~~Lo que más me agrada en las clases es lo interesante~~ Todo me agrada de las sesiones.

(Use other side of paper if necessary)

Thank you.

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(2) Because this way I can realize the capability of the child. At the same time, I learn a lot of things which help me in the development of the class and the teaching of it.

(6) I enjoy all things of the sessions.

- Why? Because I find all the sessions very interesting.

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Northside Center, New York

I would be very grateful if you would take the time to answer the following questions. Please answer as fully as possible (you need not sign your name if you do not choose to). Thank you.

QUESTIONNAIRE

1. Do you think you would be able to use a program of "brain-training" with all your children? Would you be able to use this program with children in a classroom? yes

2. Did you find the program of "brain-training" useful to you? Why? yes
Me Gusta Para yo saber mas y a mi Padre en Ingles
mas y yo sea que ya resibita estas Clases

3. Will you continue to work on these ideas even if we don't meet again?
yes

4. Are there any suggestions you would like to offer? yes
Toda las Clases

5. What did you enjoy most in the sessions? Why?
megustan toda Par que yo a prendi
Mucha cosa.

6. What did you enjoy least in the sessions? Why?

(Use other side of paper if necessary) Thank you.

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② Yes. To know more. To teach more. I see I need these classes.

④ All of the classes.

⑤ I like all of them because I learned a lot of things.

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PROJECT SPA

From: Dr. Edna O. Meyers, Chief Psychologist
Northside Center, New York

I would be very grateful if you would take the time to answer the following questions. Please answer as fully as possible (you need not sign your name if you do not choose to). Thank you.

QUESTIONNAIRE

1. Do you think you would be able to use a program of "brain-training" with all your children? yes Would you be able to use this program with children in a classroom? Yes is very helpfull

2. Did you find the program of "brain-training" useful to you? Why?
Yes because is one way to teach children how to use their brain thinking, remembering

3. Will you continue to work on these ideas even if we don't meet again?
yes in my home or in the class

4. Are there any suggestions you would like to offer?

5. What did you enjoy most in the sessions? Why?
The way in what we can expres our opinion and how we can use the way of thinking I think I enjoy most of them I think that is helpfull for the work inside the classroom

6. What did you enjoy least in the sessions? Why?
I think I learn in every sessions something I enjoy all of them.

ada Figueroa

(Use other side of paper if necessary) Thank you.

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From: Dr. Edna O. Meyers, Chief Psychologist
Northside Center, New York

I would be very grateful if you would take the time to answer the following questions. Please answer as fully as possible (you need not sign your name if you do not choose to). Thank you.

QUESTIONNAIRE

1. Do you think you would be able to use a program of "brain-training" with all your children? yes Would you be able to use this program with children in a classroom? yes

2. Did you find the program of "brain-training" useful to you? Why?
It's always useful to anyone to discover and learn new ways to teach and think with children - and a new way to think yourself

3. Will you continue to work on these ideas even if we don't meet again?
most certainly

4. Are there any suggestions you would like to offer?

5. What did you enjoy most in the sessions? Why?
Symposium revealed something new to me - or at least a different approach to a same subject. I must say the "human" and "adult" approach to children I have always believed in - and practiced

6. What did you enjoy least in the sessions? Why?

(Use other side of paper if necessary) Thank you.

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PROJECT SPA

From: Dr. Edna O. Meyers, Chief Psychologist
Northside Center, New York

I would be very grateful if you would take the time to answer the following questions. Please answer as fully as possible (you need not sign your name if you do not choose to). Thank you.

QUESTIONNAIRE

1. Do you think you would be able to use a program of "brain-training" with all your children? Yes Would you be able to use this program with children in a classroom?

2. Did you find the program of "brain-training" useful to you? Why?
It made me realized how some things were alike, how to categorize animals, trees etc. and really using eyes and brain.

3. Will you continue to work on these ideas even if we don't meet again?
Yes

4. Are there any suggestions you would like to offer?

5. What did you enjoy most in the sessions? Why?
Knowing that you knew the answer but was unaware until you really began to think about it.

6. What did you enjoy least in the sessions? Why?
The tape recorder.
Because it didn't make the sessions private,

(Use other side of paper if necessary) Thank you.

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Yes.

Yes, it helped me to solved more problems with my children and for me I think more clearly after the lessons

Yes.

I would like to have more lessons of this type in the near future, with Dr. Meyers if possible.

I enjoy everything that Dr. Meyers offered from puzzles, aptitudes test, Vocabulary, and everything was educational.

I enjoyed everything. Nothing was boring.

Thank you.

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PROJECT SPA

[illegible] C. Meyers, Chief Psychologist
[illegible] Center, New York

[illegible] grateful if you would take the time to answer the [illegible] questions. Please answer as fully as possible (you need not [illegible] if you do not choose to). Thank you.

QUESTIONNAIRE

[illegible] you would be able to use a program of "brain-training" [illegible] your children? yes Would you be able to use this program [illegible] in a classroom? yes

Do you find the program of "brain-training" useful to you? Why?

It help you to know that there is a lot of things you don't that you do not know you know. (smile) I also learn to use my brain more concentrated

Would you continue to work on these ideas even if we don't meet again?

yes

Have any suggestions you would like to offer?

More time for the lessons and more natural.

What did you enjoy most in the sessions? Why?

I enjoy the games, puzzles, because it help me to see things different, I also wides my horizon.

What did you enjoy least in the sessions? Why?

The taping.

Because I think it should have been more private you can be observed by people but not by tape

(Use other paper if necessary)

Thank you.

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Yes

I did find the program of brain-training useful to ~~you~~. It show me by using the brain a little I could find out things and ~~he~~ how I could learn and memorize and ~~abo~~ problem solving.

I certainly will

None, the program was well organized

It should be ~~thought~~ taught in all school.

How I could find things easily and how easy ~~it~~ a little. it was if you only use your brain

There wasn't anything I didn't enjoy.

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PROJECT SPA

Dr. Edna O. Meyers, Chief Psychologist
Northside Center, New York

I would be very grateful if you would take the time to answer the following questions. Please answer as fully as possible (you need not sign your name if you do not choose to). Thank you.

QUESTIONNAIRE

Do you think you would be able to use a program of "brain-training" with all your children? yes Would you be able to use this program with children in a classroom? yes

Did you find the program of "brain-training" useful to you? Why?

I found this program very useful because it made me think and it gave me ideas to make the lessons these brains.

Will you continue to work on these ideas even if we don't meet again?

yes

Are there any suggestions you would like to offer?

More of these sessions.

What did you enjoy most in the sessions? Why?

Everything was very interesting.

What did you enjoy least in the sessions? Why?

(Use other side of paper if necessary) Thank you.

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yes
I like working with a few

It was fun and I enjoy me think

yes with my children

It should be a better time

Stencil Design, because you had to figure out ~~which piece the~~ how the parts will go together.

None

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yes yes

Yes. It is enjoyable and instructive.

I would like to.

I dont agree with the time, 11:45 - 1:00

Working with stencils. It is different, relaxing

Dr. Myers and his assistant were very understandable. Was a pleasure to work with them

Thank you.

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yes

yes

yes- because it not only enables me to relate this thinking process to others it has really helped me in thinking,

yes

a little bit more specific material to relate to 1st graders.

challenging

solving puzzles

Theresa VanDenzen

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yes yes

Yes. Because they were so much that I didnt even think to do with children. Until we started this Program

Yes I will.

That it will be great if all Parents or Teacher could take this Program.

Everything the Program were just great.

Nothing everything were very interesting. And Most useful for me and my children

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PROJECT SEA

Dr. Joan O. Meyers, Chief Psychologist
Rockwoods Center, New York

I would be very grateful if you would take the time to answer the following questions. Please answer as fully as possible (you need not sign your name if you do not choose to). Thank you.

QUESTIONNAIRE

Do you think you would be able to use a program of "brain-training" with all your children? yes Would you be able to use this program with children in a classroom? yes in a small group

Did you find the program of "brain-training" useful to you? Why?

yes. It taught me how to make children think ~~more logical~~ faster and easier.

Would you continue to work on these ideas even if we don't meet again?

(yes)

Do you have any suggestions you would like to offer?

I would like more sessions of this.

What did you enjoy most in the sessions? Why?

I enjoyed all of it.

What did you enjoy least in the sessions? Why?

~~I enjoyed~~ all of it was very ~~interested~~ interested.

(Use other side of paper if necessary) Thank you.

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PROJECT SPA

Dr. Edna O. Meyers, Chief Psychologist
Riverside Center, New York

I would be very grateful if you would take the time to answer the following questions. Please answer as fully as possible (you need not answer if you do not choose to). Thank you.

QUESTIONNAIRE

Do you think you would be able to use a program of "brain-training" with all your children? YES Would you be able to use this program with children in a classroom? Yes.

Did you find the program of "brain-training" useful to you? Why?

Because it helped me to help the children how to think. They know much more than they think they know. It stimulate ones minds. I wish each Parent Wones take this training.

Do you intend to continue to work on these ideas even if we don't meet again?

Yes, I will continue to work with the children on these ideas

Do you have any suggestions you would like to offer?

I wish you would come to our classroom and ask the children questions on their thinking.

What did you enjoy most in the sessions? Why?

I enjoyed the blocks, I enjoyed Abstract Reasoning
I enjoyed Expressing ideas. It was all fun.

What did you not enjoy least in the sessions? Why?

It didn't last long as expected. Each Session was interested.

(Use back of paper if necessary)

Thank you.

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brain training is useful It helps you to think which is what every parents wants of their child. I was glad to see I could really think!

yes

meeting like this again ∞ Money is not the object + enjoyed myself

The sessions on the whole were most enjoyful doing ~~mag~~ the thinking games were a chalange to me.

as I said before I enjoyed everything

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Yes, in a small way
because it takes time
to learn new methods in
teaching thinking skills

Gradually

More materials (methods)

Most

Show movement at times
because once I grasp an
idea I like to quickly
move on to another or an elaboration of the same.

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and the children

Yes, it was very helpful ~~for~~ me

Yes, because I learned many things that I didn't Know before. It is very helpful for me and my own Children's

Yes I would like to continue it was very important to teach the Kids that we learned in the program. It very helpful

~~I think~~ that ~~in~~ this moment I don't have any but ~~anyone~~ enjoy ~~I~~ enjoying ~~I~~ them.

I enjoy everything because I learned many things that I don't Know.

Puzzles, means of words animals etc.

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I like the classes because I learn how I help my children it was very interesting because I learn some things too. I want that this conference continue because in that way we have more chance to learn anothe things and in that way we help more our childrens.

I like the program very much not only for the money but I have gained something things I didn't know. And I understand how to help my Children it was very nice I wish you could be with us a little Longer

Thank you

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[illegible] Island Island Thanks at [illegible] with
these reasons I didn't like
the last reason better because
of the different kinds of training
that was required. I worked
with my child. He like the people
games and these reasons. I also like
that to I found out Children need
things settled it requires doing
with them. Another idea why I like
it was for more variation. Activities
while of the same type. And getting
active patterns would be more pattern
in the Children and parents.

While working with people in groups
that wasted Children and work for Children
I feels that we just don't have enough
time together to answer all our questions
I also hope that we can get to see them
again real soon. It was a pleasure
learning about things that we already
know but didn't thought about it. Glad
able to share about things that I don't
thought about

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Since the beginning of Prepare to
Day Training I've used every moment
if only about 4 hrs.
I have really been able to pay
My Child as well as myself and
before I would take from Parents if
I could get things Cheap Now to Assist
me in my Education.
Now I find My Self going to Store
Working for Pa Bills and Other Articles to
work with Now May Pay and Be enjoy-
doing things together, Especially on Week ends
It's Pastime for me to Read Every
Evening Spend but to Advance Myself
My Education.

Thank You In Anticipation
Respectfully Yours,
[illegible]

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BOARD OF EDUCATION OF THE CITY OF NEW YORK

P.S. 96 SCHOOL | Man. 10035 BOROUGH ZONE | 216 E 120 St. ADDRESS | 348-5943 TELEPHONE

OFFICE OF THE PRINCIPAL

May 17, 1971

Dear Dr. Meyers

I very much want to thank you for the fine workshop that you held in our school

All the participants that I have spoken with were very pleased and felt it was a stimulating and informative program. Some of the people did express concern about the interview but weren't eager to discuss with me what problem existed - but all did feel that the Think Workshop was extremely beneficial and hoped that the program could be re-introduced next year.

If I can be of any further help please contract me.

Very truly yours
Dolores Elliott
Guidance Counselor

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LUIS MERCADO
COMMUNITY PRINCIPAL. P.S. 75 MAN. - DIRECTOR DE LA COMUNIDAD

July 20, 1971

Mrs Edna O. Meyers
Director Project S.P.A.

Dear Mrs. Meyers,

We all were deeply pleased by your Think Workshops. Many of our para-professionals after initial negativity (due to teacher feeling of loss); told us that they felt these sessions were extremely valuable.

Of course, the conflict over the type of "Interview" which should have been labelled "Test;" was felt to be misleading and created suspicion. However the categorizing technique was found to be very helpful and invaluable in working with our children.

Our para-professionals felt that the format and approach needs to be changed for Parents and Teachers. More initial involvement in determining needs by parents or teachers (target pop.) and your people appears to be valuable. Furthermore an application of the positive approach to fights between children would be helpful. I agree with all the above; and believe we need more of a daily approach to dealing with children in conflict situations.

(over)

75 WEST END AVENUE, NEW YORK, NEW YORK 10025, TEL. (212) 662-7003

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We believe that if we got together in September and tried to determine our target population(s) this would be extremely beneficial. I believe teachers and paraprofessional would benefit greatly from your workshop. But I believe our low-income parents would also benefit enormously. Also population is essentially what is our source of para-professionals; who are recruited ~~from~~ ~~in order~~ to work in the classrooms helping our children and their teachers.

Your great contribution is ~~a~~ this positive approach which we need to develop as a characteristic way of solving our problems at the Emily Dickenson School P.S. 75 Bronx. Thank you again for your help and support. Perhaps you could suggest ways that we can help make this better for you too

Sincerely

Luis Mercado

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BOARD OF EDUCATION OF THE CITY OF NEW YORK

P.S. 96 SCHOOL | Manhattan 10035 BOROUGH ZONE | 216 East 120 St. ADDRESS | 876-5252 TELEPHONE

OFFICE OF THE PRINCIPAL

May 17, 1971

Edna O. Meyers, Director
Project SPA
Northside Center
31 Central Park North
New York, N. Y. 10026

Dear Miss Meyers:

Thank you for your letter of May 10th with reference to the Think Workshops. In canvassing a random sampling of the participants I can answer your questions as follows.

1. The paraprofessionals advised me that they were most enthusiastic about the workshops and that they learned a great deal from same. They were very encouraged by the information discussed and as a result of participating in them they bought puzzles for their own children(designs, tiles, cards, etc.) and in addition they put into effect some of the suggestions and practices reviewed in the workshop. They also advised that their children, as a result of participating in the workshops, learned to observe more details and also learned to apply some of the facts that they already knew. All the participants indicated that they look forward to the days in which the workshops were to be held and also stated that they always wanted you to stay for a longer period than indicated.

2. We would certainly like the workshops re-introduced next year. It would seem to me that the group with whom the workshop should be held would best be discussed at a conference rather than to try to indicate the preference by mail. Kindly contact me on this matter at your earliest convenience.

(continued)

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Edna O. Meyers, Director
Project SPA

3. I believe that the suggestions regarding the organization of the workshops could also best be handled at a conference.

It was certainly a pleasure to have you work with the personnel of our school and we look forward to re-contacting you in the Fall.

Thank you once again.

Cordially yours,

Charles Miras
Principal

CM:il

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P.S. 144 (SCHOOL) Manhattan 10027 (BOROUGH ZONE) 134 West 122nd St. (ADDRESS) MO 2-3460 (TELEPHONE)

OFFICE OF THE PRINCIPAL

May 28, 1971

Dr. E. O. Meyers
Northside Center for Child Development
31 Central Park North
New York, New York 10026

Dear Dr. Meyers:

You will recall that I was very enthusiastic about your Think Workshops. The parents who participated were also enthusiastic and they seemed to enjoy themselves but I am not sure how much follow through there was with their children. We cannot ignore the possibility that attendance may have been influenced by the payment.

I would like to see the Workshop re-introduced next year. If it could be worked out with the school administration, I would like to see a Workshop for para-professionals and one for teachers. I think the interest is there -- it may be a problem of logistics.

Best regards.

Sincerely,

Mildred Feil

Mildred Feil
Guidance Counselor

MF/bw

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P.S. 144	M 10027	134 W. 122 St.	MO 2-3460
SCHOOL	BOROUGH ZONE	ADDRESS	TELEPHONE

OFFICE OF THE PRINCIPAL

June 11, 1971

Dr. E. O. Meyers
Northside Center for Child Development
31 Central Park North
New York, New York

Dear Dr. Meyers:

I know that Mrs. Feil has already written to you about the possibility of a program in our school again. I wholeheartedly endorse this request and do hope that you will be able to be with us again.

Sincerely yours,

Anne Spero

Anne Spero
Principal

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Public School 155 SCHOOL | Manhattan 10035 BOROUGH ZONE | 319 East 117 Street ADDRESS | 876-5603 TELEPHONE

OFFICE OF THE PRINCIPAL

May 18, 1971

Dr. Edna O. Meyers, Director
Project SPA
Northside Center for Child Development Inc.
31 Central Park North
New York, N. Y. 10026

Dear Dr. Meyers:

Mrs. Rosen and I, in consultation with the paraprofessionals involved, reached the following opinions:

1. The workshops were received with great enthusiasm. The responses were all positive.

   Specifically, the paraprofessionals reported that it made them think, and created more awareness of the extent of their personal resources.

   The children, likewise, enjoyed the games, and there was a noticeable increase in self-esteem. They responded in this manner to the respect that was shown to them.

   The parents were impressed with the extent of materials they could personally create.

   The tests to both paraprofessionals and children were stimulating and challenging, and served as a real learning experience.

2. The paraprofessionals recommend the workshop should be continued with them and extended to teachers and parents. They felt that teachers could reach more children.

   They emphasized that all teachers and all parents should learn the basic truth that a child responds in a positive manner to his being treated with respect and consideration and as a unique individual.

   They also recommended special groups for non-English speaking adults and children (with an interpreter).

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One of the paraprofessionals indicated that this "Think Process" was similar to a course she is taking at Manhattan Community College (Science for Education).

The tests gave the paraprofessionals dramatic indication of their growth in awareness through using the process of the "Think Method."

3. The materials used for upper-grade children were good. For example, the wordassociation games. There is a need for similar materials for the 1st and 2nd grades.

The puzzles were enjoyable but too difficult to duplicate.

The paraprofessionals indicated they would like more time. The lunch sessions were too brief and hurried.

They also recommended the use of more materials or smaller groups able to work more intensively with the materials.

They felt that the groups should remain intact. New people should not be admitted after the workshops were on their way.

They would appreciate advance notice before testing so that they could be available.

The paraprofessionals would like to know the results of the tests.

In general, this was a very successful workshop and Mrs. Rosen and I would welcome your continuing this work and extending it to our staff and parents.

Thank you for all your help.

Sincerely,

Joseph Strell

JS:ma

JOSEPH STRELL, Principal